OXFORD

INSIGHT

Intermediate **Student Book**

Second Edition

Jayne Wildman ● Claire Thacker ● Alexandra Paramour ● Cathy Myers

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Guide for Classroom Presentation Tool

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Intermediate **Student Book**

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1 First impressions

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Read the quotations below. What is the message in each one? Which do you think is most memorable and why?

'Nothing is uglier than ignorance.'

'I am powerful just the way I am.'

'It's OK to be who you are and to love who you are.'

'Celebrate the beauty in difference.'

2 How important is appearance when you first meet someone? What about when you know them well? Does society put too much emphasis on appearance?

2 Read the article. How were the people in the article affected by the reactions to their appearance?

Strategy Guessing the meaning of unknown words

There are several things that you can do to help you guess the meaning of a new word.

1 Use the context. Looking at words before and after the unknown word and identifying the part of speech (noun, verb, etc.) of the word can help you to understand the meaning.
2 Understand a word through its different parts. You may already know one or more parts of the word. For example, *birth* + *mark* = *birthmark*.
3 Use your own language. Sometimes the English word or part of the word is similar in your own language.
English = *norm* Dutch = *norm* Czech = *norma*
Polish = *norma*

3 Read the strategy. Then guess the meanings of the underlined words in the article. What helped you to guess: the context, understanding the different parts or your own language?

4 Read the article again and answer the questions.

1 Why did Rick Guidotti start Positive Exposure?
2 What type of people did he use to photograph?
3 What was his reaction to the girl at the bus stop?
4 How was albinism presented in books?
5 Why was Christina shy?
6 What was the aim of the PEARLS project?
7 How did Guidotti achieve this aim?

5 REACT Discuss the questions.

1 How do you think the videos and blogs from Positive Exposure can help stop bullying in schools?
2 Guidotti's work encourages us to empathize. What is empathy and why is it important?

About | Galleries | Education | Shop

Change how you see,

Society conditions us to see fashion models in a particular way, a way that we have long thought is the norm. But what is 'normal', really? Rick Guidotti is a famous fashion photographer and his project Positive Exposure challenges the way we see normal. The models he uses are a representation of the diversity in society and include individuals with a visible birthmark or genetic conditions such as albinism or Down's syndrome. Positive Exposure shows young people who have confidence in themselves, and a positive body image. Guidotti's aim is to be inclusive and to 'change the way we see'.

Rick Guidotti was a fashion photographer. He regularly flew to New York, Paris and Milan to photograph 'perfect people'. There was no one overweight or plain on his photoshoots; they were all elegant, slim and attractive models. Then, one day, after a photoshoot in New York, he noticed a young girl at a bus stop. She stood out from the people around her because she was very pale-skinned and fair-haired. In fact, she had a genetic condition called albinism, and Guidotti thought she looked stunning. Fascinated, he researched information about the condition, but the images he found were upsetting and sad. Albinism was presented as a disease, as something ugly and unattractive.

Guidotti wanted to challenge people's perception of genetic conditions like albinism. He organized a photoshoot just like the shoots he did with models and photographed young people with albinism in the same way, using stylish clothes, make-up and lighting. The first girl, Christina, came in with her head down and made no eye contact. She looked self-conscious about being the centre of attention. Perhaps people had made fun of her albinism or maybe she felt

LEARNING OBJECTIVES

- Scan a text for specific information
- Use context to understand new words
- Use adjectives to describe appearance

see how you change

awkward in front of a camera. But Guidotti knew how powerful the camera was as a medium, and he wanted to use it to 'present self-esteem, to present self-acceptance and to see beauty'. The photos Guidotti took were a big success and appeared in magazines and on websites all around the world.

Guidotti went on to start the PEARLS project and also worked on the documentary *On Beauty*. For PEARLS, he asked 11 people with different disabilities to make a video and write a blog about their lives. The videos and blogs were used in high schools as part of anti-bullying programmes. Students were able to ask questions and get to know the bloggers – they saw the people, not the condition. One 15-year-old called Ashley was asked if she felt embarrassed about her wheelchair when she met people. She confidently replied that if they only saw the wheelchair, that was their problem! Then, in the documentary *On Beauty*, a mother comments on how handsome her son is in Guidotti's photos. The photos show her son as she sees him: a happy, loving child. 'They were the most beautiful pictures of this blue-eyed baby,' she says.

Guidotti's work celebrates the beauty in difference. It also helps us empathize and put ourselves in other people's shoes. His models are not sun-tanned or broad-shouldered. But Positive Exposure encourages us to see the person. It challenges us to accept everyone for their differences and individuality, and to be more inclusive. 'The ultimate goal is to see someone with a difference and not see that difference,' says Guidotti.

In other words, 'Change how you see, see how you change'.

V Insight Describing appearance

6 Study the highlighted adjectives in the article. Which ones have a positive meaning and which ones have a negative meaning?

7 Choose the correct word.

1 Photos of models are often airbrushed to make them look more **attractive** / **plain**.
2 The dragon tattoo was detailed and colourful. It was really **plain** / **stunning**!
3 You might say someone is good-looking, but another person may think they are **plain** / **attractive**. It depends on your point of view.
4 High heels can make people look tall and **elegant** / **overweight**. They can be uncomfortable, too!
5 Marta didn't like the photo she was tagged in. She said she had an **ugly** / **attractive** frown on her face.
6 He was too small and **slim** / **overweight** for the T-shirt. It was two sizes too big!
7 Everyone looks **beautiful** / **slim** when they smile.
8 The boys wore suits for their graduation. They all looked very **handsome** / **beautiful**.

V Insight Compound adjectives: appearance

8 Match the words below to make compound adjectives. Check your answers in the article.

fair blue
pale
broad sun

+

-shouldered
-haired -tanned
-eyed -skinned

9 How many compound adjectives can you make with the words below?

dark blonde
straight long
blue green

+

-sighted
-skinned -haired
-eyed

10 TASK Work in pairs. Use the adjectives in exercises 6–9 to make sentences about people you know.

My sister is tall, dark-haired and blue-eyed. She looks like our dad!
People say my cousin and I are very similar. We're both broad-shouldered and fair-haired.

➔ Vocabulary extra ❯ Describing hair ❯ page 15

✓ Assess your progress Workbook page 11

1B Grammar and reading

Grammar Present simple and present continuous

1 WHAT DO YOU THINK? **Look at the photo. How can this animal's appearance help it to survive? What problems does this animal face? How is it adapting to deal with those problems?**

View all 362 comments

Adapt to Survive

Today, in our photo series on endangered animals, [1]we're looking at the polar bear. [2]Polar bears live in the Arctic – one of the planet's coldest environments. Their thick fur protects them from the freezing temperatures, and they even have fur on the bottom of their paws to protect them against the ice. Adult polar bears measure up to 2.5 m long and weigh about 680 kg. They have an incredible sense of smell and they can smell their favourite food – seals – up to 16 km away.

[3]Every day, they walk across the ice and swim and dive in its coastal waters to look for seals. [4]This polar bear is waiting patiently by an ice hole for a seal to appear. When the seal comes to the surface for air, the polar bear stands up on its back legs to catch it and kill it.

Life for the polar bear is becoming more difficult. [5]Humans are always creating problems for the Earth, it seems. [6]Climate change is warming up the Arctic and the sea ice is melting, which is causing polar bears a lot of problems. Some of them are spending more time on the land, but they can't hunt seals there. Others are swimming longer distances in search of sea ice and seals, often without success and leaving them exhausted. So, polar bears are starving. [7]Scientists believe that as the Arctic continues to warm up, two thirds of the world's polar bears could disappear this century.

[8]Next week in our *Adapt to Survive* series, we're looking at another endagered species: the snow leopard. Join us!

2 **Read the text quickly and check your answers to exercise 1.**

3 **Read the text again. What do the numbers below refer to?**

■ two thirds ■ 2.5 ■ 16 ■ 680

4 REACT **Work in pairs. What information in the text did you find surprising? Can you think of other animals that need to adapt to survive? How are they adapting? Make a list. Then compare it with other students.**

Grammar Insight

5 **Study sentences 1–8 in the text. Which ones are in the present simple and which are in the present continuous? Match sentences 1–8 to rules a–h.**

We use the present simple:

- **a** to talk about routines or habits, often with adverbs of frequency like *always*, *often*, *regularly*, *usually*, *sometimes* and time expressions like *every day*, *on Mondays*, *twice a week*, etc.
- **b** to talk about facts and general truths.
- **c** with verbs that describe states: *believe*, *have*, *know*, *like*, *need*, *see*, *seem*, *think*, *want*, *understand*, etc.

We use the present continuous:

- **d** to talk about actions happening now, often with expressions like *right now*, *at the moment*, *this week*, etc.
- **e** to talk about temporary, changing or developing situations.
- **f** to talk about planned future arrangements.
- **g** to talk about irritating habits, usually with *always*.
- **h** to describe photos.

➔ **Further reference and practice ❯ Workbook ❯ page 84**

6 **Make questions in the present simple or present continuous. Then match questions 1–7 to answers a–g.**

1 how / a zebra's stripes / help it to survive?
2 why / leopards / have / spots?
3 what / the polar bear in the photo / do?
4 why / the mountain gorilla / become / endangered?
5 how / peacocks / attract / a mate?
6 what / Monarch butterflies / do / in the autumn?
7 why / a tree frog / be / bright blue?

a Because humans are destroying its natural habitat.
b It's waiting for a seal.
c They fly from the USA to Mexico to survive the winter.
d So the animals they are hunting can't see them coming.
e They usually show off their feathers.
f To warn its enemies that it's dangerous.
g They help to confuse its enemies.

7 **Complete the text with the present simple or present continuous form of the verbs in brackets.**

Mimicry

Animal survival is a fascinating subject. As these photos [1]__________ (show), nature often [2]__________ (play) tricks on us. Two insects [3]__________ (sit) on a flower. They both [4]__________ (look) like bees, but one of them [5]__________ (not be) a bee. It [6]__________ (imitate) a bee in order to protect itself from predators. The real bee on the left [7]__________ (have) a sting, which it uses to attack its enemies. However, the hoverfly on the right [8]__________ (be) completely harmless. This imitation of one species by another often [9]__________ (happen) in nature and is called mimicry. Animals [10]__________ (copy) the appearance, actions or sounds of another animal and this [11]__________ (help) them to survive.

8 🔊 **1.1 Listen to an interview about urban wildlife. Which two countries and animals does it mention?**

9 🔊 **1.1 Listen again and answer the questions.**

1 How is urbanization affecting animals?
2 Why are cities becoming difficult places for animals to live in? Give one example.
3 How do crows use cars to help them in Sendai?
4 How are citizen scientists helping ecologists in the Netherlands?
5 What is happening to snails' shells in the Netherlands? Why?

10 **TASK** **Work in pairs. Imagine you are citizen scientists. Look at the facts below. Think about what the animals usually do and why their behaviour is changing. Discuss the reasons with other pairs of citizen scientists. Think about these factors.**

■ chemicals ■ climate change ■ food ■ habitat ■ housing ■ predators

foxes	usually live in rural areas	coming into towns more
butterflies	usually live in parks / gardens	numbers are declining
white-tailed deer	usually live in forests	living under houses / eating grass in gardens

Foxes usually live in rural areas like forests. Why do you think foxes are coming into towns more?

I think they're doing that because … .

✓ **Assess your progress**
Workbook page 11

1c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? How important are the things below when you form a first impression (1 = most important)? Work in pairs and compare your answers.

■ age ■ attractiveness ■ body language ■ clothes ■ eyes ■ facial expressions
■ hair colour and style ■ height ■ personality ■ tone of voice

2 🔊 1.2 Listen to an interview with a psychologist. Which of the things in exercise 1 does she say influence our first impression of someone?

3 🔊 1.2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 It takes a long time for the human brain to process a first impression.
2 What a person says has more impact than a friendly expression or gesture.
3 We make assumptions about a person's personality based on their physical appearance.
4 Handsome or attractive people always make a good first impression.
5 If you are happy and relaxed, you will usually create a positive first impression.
6 If you look happy, the negative parts of your character are not so important.
7 A negative first impression is not difficult to change.
8 You need to get to know a person better to change your first impression.

4 REACT Work in groups and discuss the questions.

1 How often do you judge a person based on a first impression?
2 Can you judge someone on a first impression without realising you are doing it?
3 Do you think it's possible to change your first impression of someone? Why / why not?

V Insight Words often confused: personality adjectives

5 Match the adjectives to the definitions. Which adjective in each pair has a negative meaning?

1 arrogant / assertive
  a thinking you are better and more important than others
  b expressing your opinions and feelings in a confident way
2 determined / stubborn
  a not letting anything stop you doing what you've decided to do
  b not willing to change your decision or consider anyone else's opinion
3 emotional / sensitive
  a having intense feelings about things and showing them
  b being aware of your own feelings and other people's
4 easy-going / lazy
  a relaxed and happy to do whatever people want
  b not liking to work or use energy
5 modest / shy
  a not feeling confident in the company of people you don't know
  b not wanting to talk about the things you do well

6 Complete the sentences with adjectives from exercise 5.

1 Max never listens to anyone's advice. He's so __________ .
2 You've achieved so much, but you're so __________ . You should tell everyone!
3 I don't like getting up early at the weekend, but I'm definitely not a __________ person.
4 You're working so hard to get good results. I didn't realize you were such a __________ person.
5 Sara usually knows when her friends aren't happy. She's very __________ to their feelings.
6 Nico thinks he's more important than the rest of us. He can be really __________ .
7 Esther is relaxed with people she knows, but in new situations she feels __________ .
8 We love spending time with Kevin. He's so __________ and he gets on with everyone.

7 TASK Work in groups. Prepare four tips on how to make a good first impression. Then compare your tips with another group and agree on the best three tips.

Speaking Speculating

8 **Work in pairs. Look at the photos. How would you describe the people? Why?**

9 **🔊 1.3 Listen to two dialogues about two of the people in the photos. Which two people are they talking about?**

10 **🔊 1.3 Complete the phrases from the dialogues. Then listen again and check.**

Speculating

Modal verbs
He [1] ______________ be in his thirties.
He [2] ______________ / could understand us better.
She [3] ______________ be nearly two metres tall.

seem
[4] ______________ nice?
[5] ______________ easy-going.

look / look like / look as if
He [6] ______________ younger than I expected.
He [7] ______________ a typical headteacher.
She [8] ______________ she's an Olympic athlete.

11 **🔊 1.4 Listen to the two people in the photos talking about themselves. What words do they use to describe themselves?**

12 **🔊 1.5 Complete the dialogue with the phrases below. Then listen and check.**

■ he could definitely be useful ■ he seem nice ■ looks like a good basketball player
■ looks taller than ■ might play basketball ■ seems quite shy

Ed Have you met the new student in our class yet?
Lily Who's that?
Ed His name's Andi. Look – he's talking to Olivia at the moment.
Lily He [1] ______________ I expected. He certainly [2] ______________.
Ed Yes. I think he [3] ______________.
Lily Really?
Ed Yes. I think [4] ______________ for the team.
Lily Have you spoken to him? Does [5] ______________?
Ed Yes, I chatted to him in the corridor on the way to English. He [6] ______________. Why don't I introduce you to him now?
Lily Eh … not just now. Maybe later.
Ed Who's the shy one now, then?

GS Global skills Adverbs

We often use adverbs when we are speculating to show how strongly we think something is true. When we do this, we stress the adverb in the sentence.

*He could **definitely** be useful for the team.*
*He **certainly** looks like a good basketball player.*

13 **What adverbs could we use to show that we are not sure how true something is?**

14 **TASK** **Work in pairs. Take turns to speculate about the other people in the photos in exercise 8 and discuss your first impressions. Use the dialogues in exercises 9 and 12 to help you. Remember to use adverbs and to stress them. Then compare your ideas with another pair.**

✓ Assess your progress
Workbook page 11

1D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article and discuss the questions.

1 Would you wear these T-shirts? Why / why not?
2 What other types of T-shirt slogans do you know?
3 Slogans can sometimes be 'conversation starters'. What type of questions would you ask about the slogans on these T-shirts? What answers might people give?

2 Read the article. According to the writer, why do people wear slogan T-shirts today?

3 Read the article again. Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need.

a Today the same design is used to advertise places all over the world!
b Many of these phrases promoted charities too and encouraged people to take action.
c They sold them at concerts to make extra money and promote their music.
d Photos of people in slogan T-shirts also looked great on social media.
e Stylish but pricey T-shirts by designers such as Tommy Hilfiger became incredibly popular.
f Sadly, the slogan didn't help him and he lost!

V Insight Clothes and fashion

4 Study the highlighted words in the article and in exercise 3. Then match them to definitions 1–6.

1 used by someone before ________
2 using a style from the recent past ________
3 completely new and different ________, ________
4 fashionable in a way that looks expensive ________, ________
5 expensive and having a famous brand name ________
6 typical of a period in the past and of high quality ________

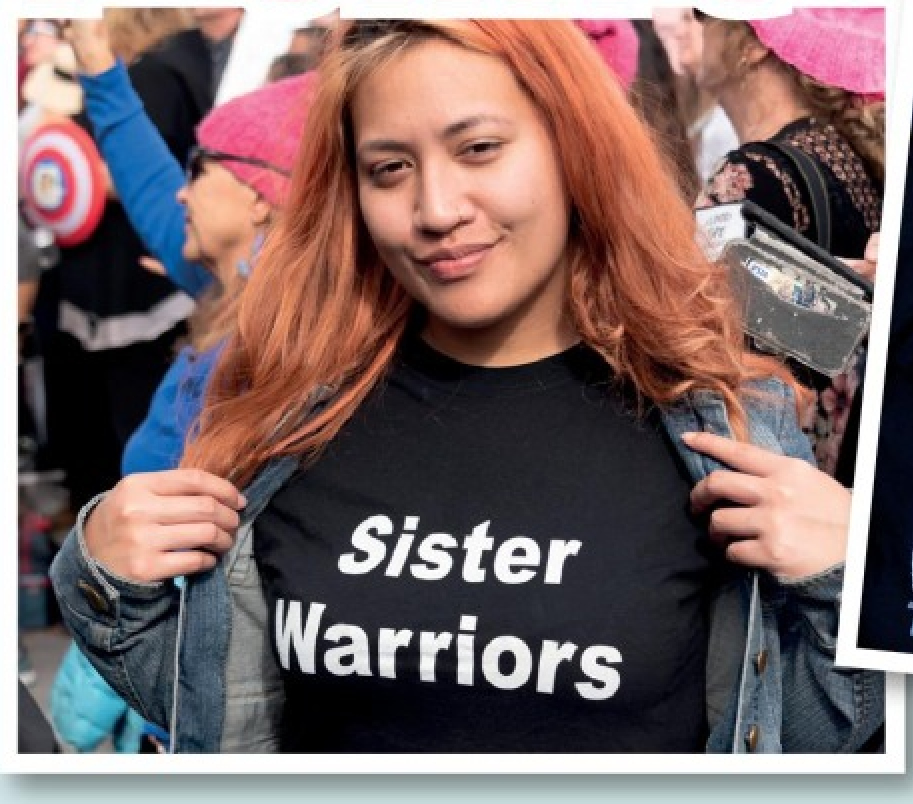
5 Use the adjectives in exercise 4 to describe the clothes and style of people you know.

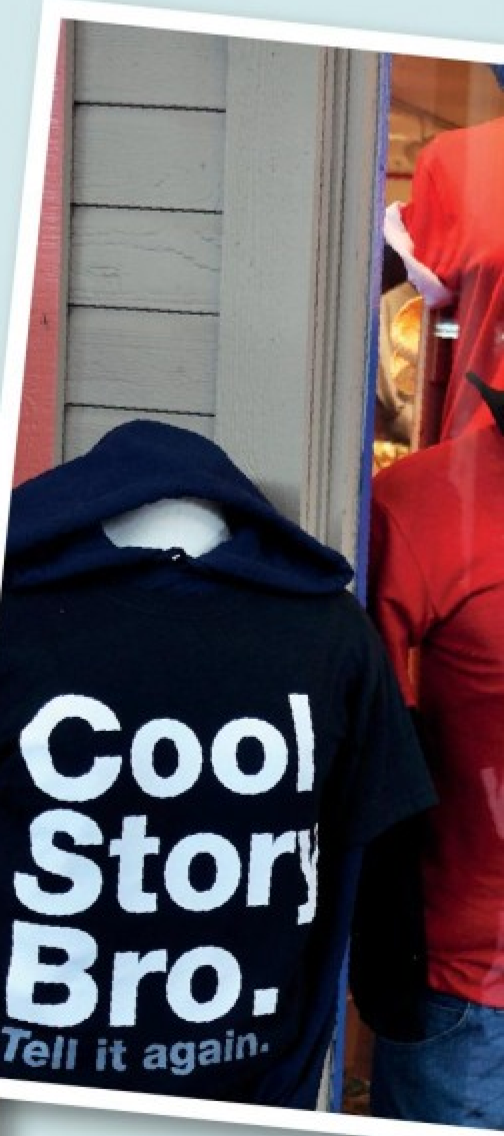
GS Global skills Culture

6 Work in pairs and discuss the questions.

1 Which of these quotes best describes your idea of slogan T-shirts and why?
  a 'These aren't my words. They're just words on a T-shirt.'
  b 'A slogan T-shirt can make you think, but then you have to act.'
2 Can protest slogans make a difference? How?
3 Some slogan T-shirts have been banned. Why might slogans be banned?
4 Are slogan T-shirts bad for the environment? How often do you think people wear them compared with plain T-shirts?

Say it with a T-shirt





A slogan on a T-shirt can help you say a lot of things. Words grab people's attention; they can raise awareness of important issues and tell the world what you care about. They can make people think or simply make them smile. So how and why did we start wearing words?

1940–1950s

T-shirts were originally a symbol of youth culture. The famous Hollywood actor James Dean wore a plain white one in the movie *Rebel Without a Cause* and made T-shirts 'cool'. However, the first slogan to appear on a T-shirt was not particularly cool. 'Dew it with Dewey' asked people to vote for Thomas E. Dewey in the 1948 US Presidential elections. ^{1}____

1960s

One of the first shops to sell slogan T-shirts opened in London. It was called Mr Freedom and sold T-shirts with fun and retro designs from the 50s. People began making their own T-shirts too, using iron-on lettering to create original slogans. At the end of the 60s, slogan T-shirts became popular with pop and rock bands. ^{2}____ Today, we still buy band T-shirts – from good-quality vintage shirts on eBay to shirts which tell people which tours we have seen.

1970s

Companies such as Coca-Cola started to sell T-shirts with their logo on, as a cheap way to advertise. Slogans were also used in popular fashions such as punk, which often recycled and adapted second-hand shirts. Wearing a punk-style T-shirt with a shocking slogan showed which 'tribe' you belonged to or who you identified with. The 70s also introduced the 'I ♡ NY' slogan, which advertised New York City as a great place to visit. ^{3}____

LEARNING OBJECTIVES | Understand cohesion in a text | Use clothes and fashion words to describe clothing and style | Recognize and use different verb patterns

LIFE ISN'T LIKES
MOM'S FAVORITE
THE MADE ME DO IT!
I PUT KETCHUP ON MY KETCHUP
MOM'S FAVORITE
Wait, What?
YOUTH SIZES
Ft. Worth
DAD'S FAVORITE
TEXAS
I swear to DRUM

1980s

People often chose to wear slogans about social or political problems. ^{4}____ Bob Geldof's 'Feed the world' T-shirt raised money, and Katherine Hamnett's '58% don't want Pershing' protested against nuclear missiles. These innovative T-shirts made newspaper headlines and got people talking about important issues.

1990s–2000s

More and more companies used slogan T-shirts to advertise their products – from football teams to chic designer fashion brands such as Ralph Lauren. People enjoyed wearing them; slogans revealed their hopes and dreams, who they wanted to be and what group they wanted to belong to. ^{5}____ Celebrity slogan T-shirts also became fashionable, with everything from 'No photos, please' to 'I am the American dream'.

Today

Nowadays, slogan T-shirts, especially political ones, are very popular. People like showing which side they're on. Why not consider supporting women's rights with 'This is what a feminist looks like'? Or decide to be an eco-warrior with 'There's no Planet B'? Slogans on T-shirts often argue with each other too, such as 'Make America great again' and 'America is not great'.

Slogans are like short tweets, which can start a conversation or give an opinion without being interrupted. 'I really like to sit on the bus in silence,' says one person, 'but still say something with my T-shirt.'

Grammar Verb patterns

Grammar Insight

7 Study the rules. Then add the underlined verbs in the article to the correct group.

a verb + infinitive with *to*: *agree, promise, expect, need,* ________, ________, ________

b verb + infinitive without *to*: *shall, must, could, will, might,* ________

c verb + *-ing*: *suggest, admit, avoid, imagine,* ________, ________

d verbs + infinitive or *-ing*: *love,* ________, ________

Further reference and practice ❯ Workbook ❯ page 85

8 Complete the second sentence so that it has a similar meaning to the first sentence. Use the correct form of the verbs in brackets.

1 **a** My friend said she'd help me choose a T-shirt.
b My friend ________________ choose a T-shirt. (promise)
2 **a** 'Why don't we buy a T-shirt at the concert?' said Jola.
b Jola ________________ a T-shirt at the concert. (suggest)
3 **a** Wearing shocking slogans is something he enjoys.
b He ________________ shocking slogans. (love)
4 **a** It looks like many old slogans are popular memes today.
b Many old slogans ________________ popular memes today. (seem)
5 **a** I never thought they'd ban the slogan.
b I never ________ them ________ the slogan. (expect)

9 Study sentences 1–5. What is the difference in meaning between sentences a and b?

1 **a** I remember buying a Disney T-shirt when I was a child.
b I remembered to buy a Disney T-shirt for my sister.
2 **a** I'll never forget going to my first rock concert.
b Don't forget to bring the tickets for the rock concert!
3 **a** They tried to sell T-shirts at the charity run, but not many people bought them.
b They tried selling T-shirts at the charity run to see if they could raise more money.
4 **a** He stopped to look at the advert.
b He stopped looking at the advert.
5 **a** I regret dyeing the T-shirt black.
b I regret to tell you that I've dyed the T-shirt black.

10 TASK Complete the questions with the correct form of the verbs in brackets. Then work in pairs and discuss the questions.

1 Why might people want ________ (buy) a slogan T-shirt?
2 Have you ever chosen ________ (wear) a slogan in order to shock people?
3 Can you imagine ________ (make) a slogan T-shirt? What would it say?
4 Are there any slogans you would avoid ________ (wear)?
5 Which item of clothing do you most regret ________ (buy)?

Vocabulary extra ❯ Clothes ❯ page 15

✓ **Assess your progress** Workbook page 11

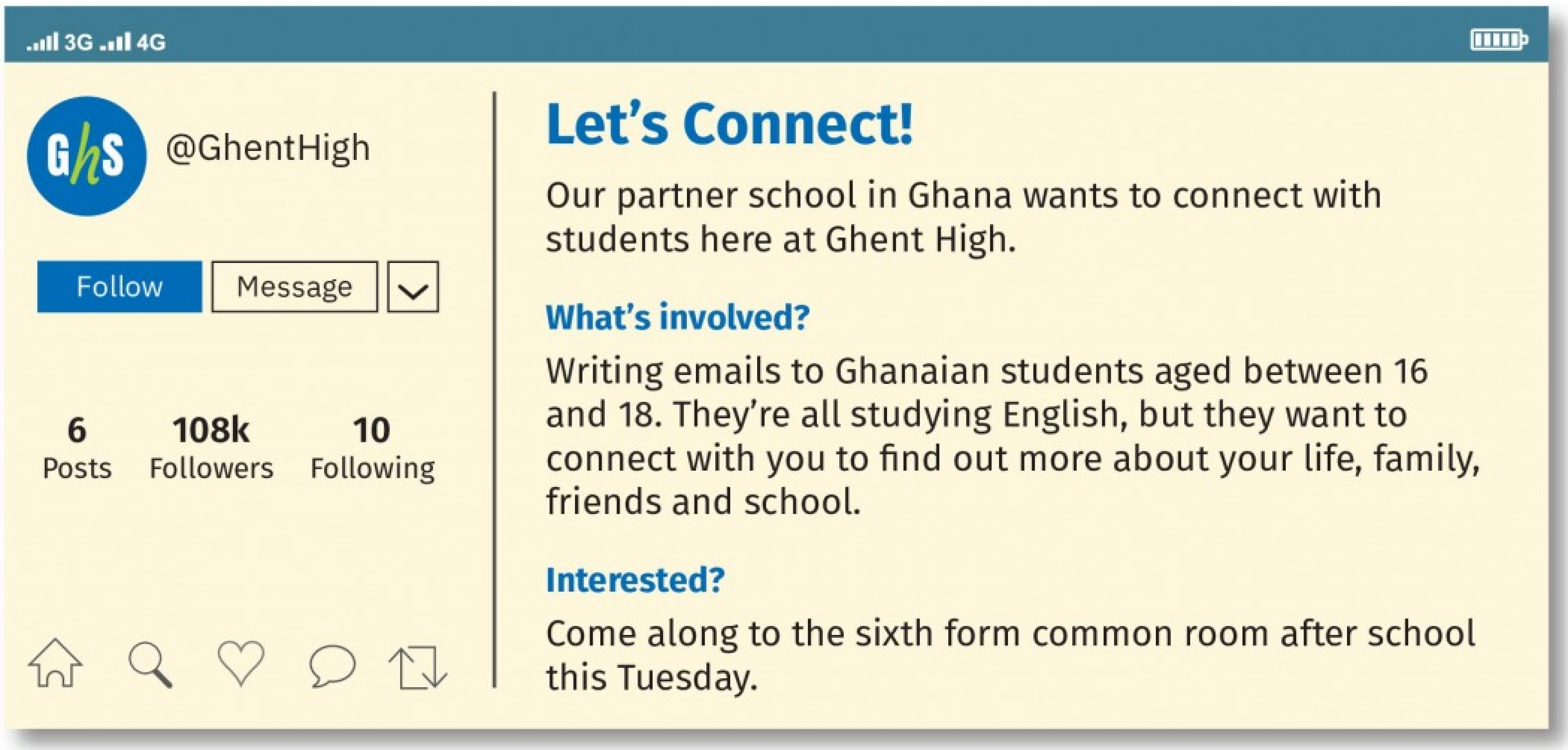
Watch the video *Our clothes* online

1E Writing An informal email

Planning for writing

1 Read the advert below and answer the questions.

1 What is the advert for?
2 What does the Let's Connect! project involve?
3 How can students learn more about it?



@GhentHigh

Let's Connect!

Our partner school in Ghana wants to connect with students here at Ghent High.

What's involved?

Writing emails to Ghanaian students aged between 16 and 18. They're all studying English, but they want to connect with you to find out more about your life, family, friends and school.

Interested?

Come along to the sixth form common room after school this Tuesday.

2 Read the model email on page 13 and answer the questions.

1 Does Matteo include all the information asked for in the advert?
2 What other information does he include?
3 What does he ask Kwame to do?

3 Read the strategy. Then read the model email again and underline examples of informal language and register.

Strategy Informal emails: language and register

When we write informal emails, it's important to use appropriate language and register.

- Use an informal opening greeting, e.g. *Hello*, *Hi there*.
- Address the sender by their first name.
- Use contractions, exclamation marks and appropriate emojis.
- Sign off with an informal greeting, e.g. *See you soon*, *Love from*.

4 What is the purpose of each paragraph in the model email? Complete the organization boxes with the headings below.

- Describe a photo
- Hobbies and interests
- Information about you
- Reason for writing

Writing Insight Describing position

5 Study the phrases we use to identify the position of people and things in a photo. Look at the highlighted phrases in the model email and complete the gaps.

- 1__________ the back / front
- in front of
- behind
- in the 2__________ (of)
- 3__________ the left / right of
- on the right / 4__________
- in the top / bottom / right-hand / left-hand corner
- in the foreground / 5__________
- next to

6 Correct the sentences.

1 The boy on the top left-hand corner is Felix.
2 Who's the boy in the middle of the photo, on the back?
3 Nobody can see me because you're standing right in left of me.
4 That's the Eiffel Tower at the background.
5 You can see me in this photo. I'm right at the middle of the group.
6 What's that on the foreground of your selfie?

LEARNING OBJECTIVES

- Consider audience, genre and purpose to plan and write an email
- Use appropriate language and register in an informal email
- Use phrases to describe position in a photo

1 ____________________

Explain briefly why you are writing.

2 ____________________

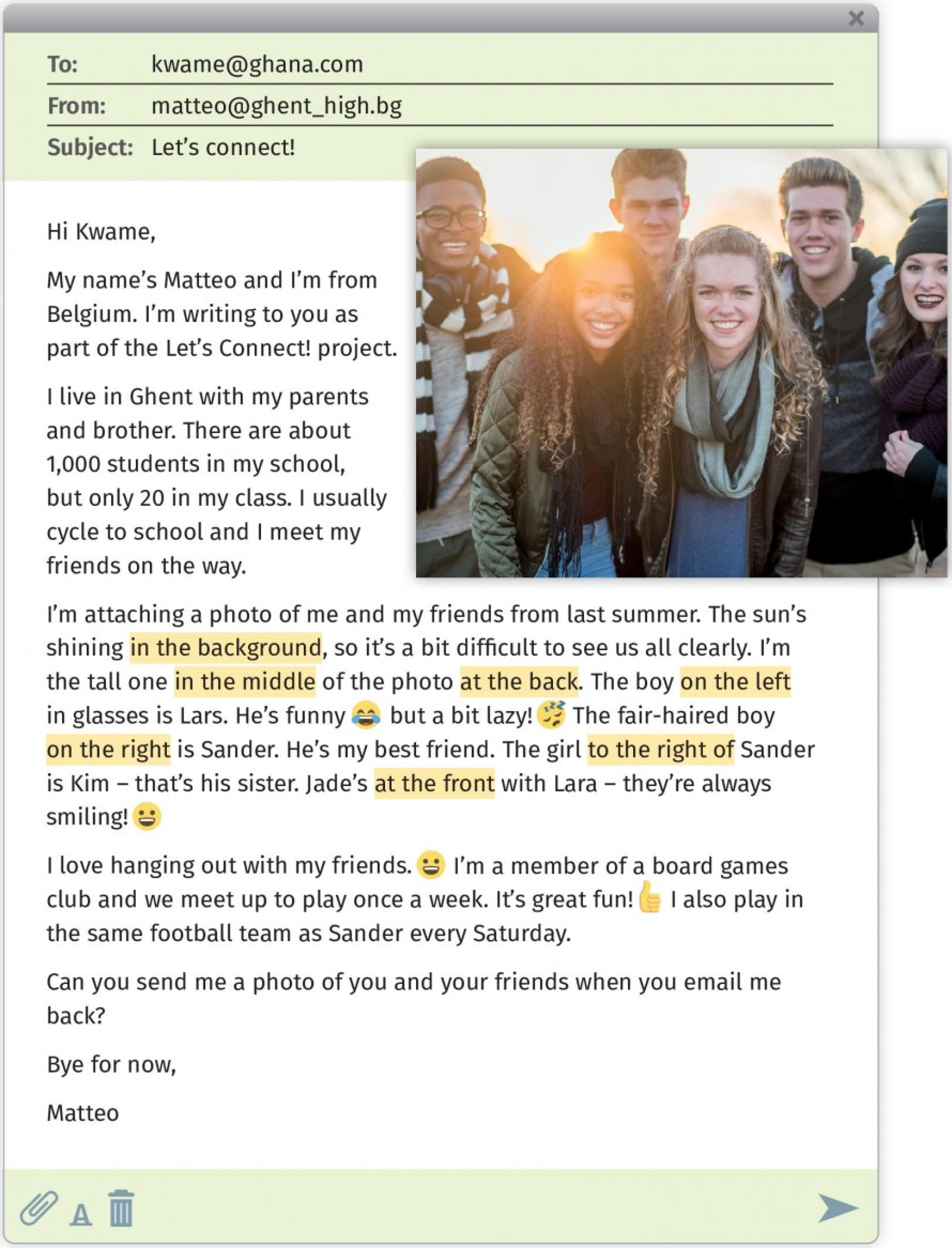
Write about yourself, your family and your school.

3 ____________________

Describe your friends. Explain where they are in the photo and give some information about their personalities.

4 ____________________

Talk about things you like doing and how often you do them.



To: kwame@ghana.com

From: matteo@ghent_high.bg

Subject: Let's connect!

Hi Kwame,

My name's Matteo and I'm from Belgium. I'm writing to you as part of the Let's Connect! project.

I live in Ghent with my parents and brother. There are about 1,000 students in my school, but only 20 in my class. I usually cycle to school and I meet my friends on the way.

I'm attaching a photo of me and my friends from last summer. The sun's shining in the background, so it's a bit difficult to see us all clearly. I'm the tall one in the middle of the photo at the back. The boy on the left in glasses is Lars. He's funny 😂 but a bit lazy! 😴 The fair-haired boy on the right is Sander. He's my best friend. The girl to the right of Sander is Kim – that's his sister. Jade's at the front with Lara – they're always smiling! 😀

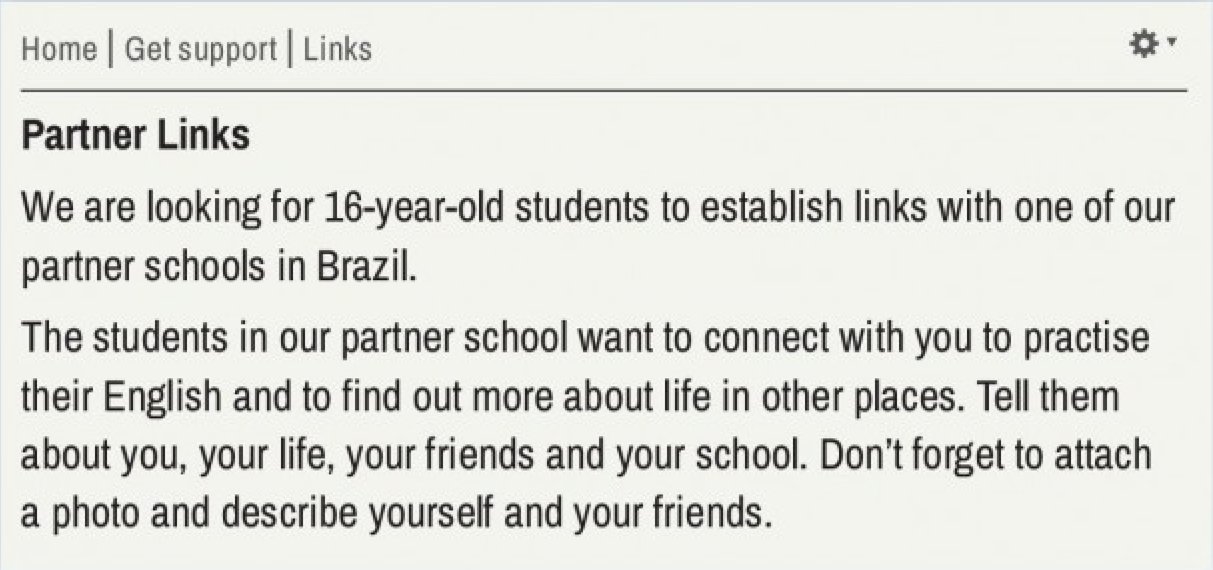
I love hanging out with my friends. 😀 I'm a member of a board games club and we meet up to play once a week. It's great fun! 👍 I also play in the same football team as Sander every Saturday.

Can you send me a photo of you and your friends when you email me back?

Bye for now,

Matteo

Writing your email



Partner Links

We are looking for 16-year-old students to establish links with one of our partner schools in Brazil.

The students in our partner school want to connect with you to practise their English and to find out more about life in other places. Tell them about you, your life, your friends and your school. Don't forget to attach a photo and describe yourself and your friends.

PLAN **Read the task and check you understand it.**

Plan your email. Think about the information you need to include and make notes about:

- yourself, your family and where you live.
- where your friends are in the photo.
- what your friends look like and their personalities.
- things you like doing and when you do them.

Think about the type of language and the phrases for position you will use.

Create a plan for your email. Plan to write four paragraphs and decide what information to include in each one.

WRITE **Write the first draft of your email. Use the model email and your paragraph plan to help you.**

REVIEW **Check your writing. Use the checklist to help you.**

Have you:

- used the correct email format and register?
- included all the information asked for in the task?
- used phrases for position to describe the photo?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 11**

Review 1

Vocabulary

1 Complete the sentences with the words below. There is one word that you do not need.

■ elegant ■ handsome ■ overweight ■ plump ■ slim
■ stunning ■ unattractive

1 I think too much make-up is actually __________.
2 Stylish and __________ clothes don't need to be expensive.
3 Usually people use the word '__________' to describe men.
4 More than a billion adults globally are unhealthily __________, with many being obese.
5 Most ballerinas are very __________ in order to be light.
6 Wow! You look absolutely __________ in that outfit!

Marks ___ / 6

2 Complete the sentences with compound adjectives. Use the words in brackets.

1 I'm very __________. I never tan. (pale-)
2 There was a photo of a fair-haired, __________ baby on the cover. (blue-)
3 She had blonde hair when she was younger, but now she's __________. (dark-)
4 I'm __________, so I'll need a bigger jacket. (-shouldered)
5 You're __________. Have you been on holiday? (-tanned)
6 She wears glasses because she's __________. (-sighted)

Marks ___ / 6

3 Complete the sentences with the adjective form of the nouns below. There is one noun that you do not need.

■ arrogance ■ assertiveness ■ emotion ■ laziness
■ modesty ■ shyness ■ stubbornness

1 Luke never works hard. He's __________.
2 Katie hates meeting new people. She's __________.
3 Mark thinks he's better than everyone else. He's __________.
4 Jo refuses to change her mind. She's __________.
5 Al always says what he wants. He's __________.
6 Sofia's very quiet and __________ about her success.

Marks ___ / 6

4 Replace the words in brackets with the words below.

■ chic ■ designer ■ innovative ■ retro ■ second-hand
■ stylish

Trainers are both comfortable and ^{1}__________ (fashionable). Converse's early black and white design has become a ^{2}__________ (vintage) classic, and ^{3}__________ (owned before) Converses sell for lots of money. Many fashion houses now sell ^{4}__________ (expensively branded) ranges. In 2007, Nike did something ^{5}__________ (new and different): they created gold trainers. They cost $50,000 – but they do look ^{6}__________ (fashionable and expensive)!

Marks ___ / 6

Grammar

5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 'Look at that cheetah! How fast __________ (it / run)?' 'Over 110 km/h!'
2 'How many hours __________ (pythons / sleep) every day?' 'Eighteen.'
3 'How long __________ (flies / live)?' 'Two to three weeks.'
4 'Which animals eat while __________ (they / lie) on their backs?' 'Sea otters.'
5 Look at that hummingbird! It __________ (fly) backwards!
6 Male mosquitoes never __________ (bite) humans.
7 Zebras normally __________ (eat) all day.
8 'That lion __________ (not hunt). Why?' 'Male lions __________ (not usually / hunt).'
9 Andy and I __________ (watch) a documentary about polar bears tonight. Do you want to join us?

Marks ___ / 10

6 Complete the dialogue with the present simple or present continuous form of the verbs below and the words in brackets.

■ change (×2) ■ do ■ give ■ leave ■ mean ■ seem
■ think

Jake Do you see that? What ^{1}__________ (that chameleon)?
Mike It ^{2}__________ colour. Oh wow! It was green. Now it's purple!
Jake Why ^{3}__________ (chameleons) colour?
Mike They mainly use colours to communicate.
Jake What message ^{4}__________ (you) that one ^{5}__________ us right now?
Mike Darker colours ^{6}__________ (usually) it's angry.
Jake Well, that chameleon ^{7}__________ very angry. It's now black!
Mike Oh dear! We ^{8}__________ now, OK? Sorry for bothering you!

Marks ___ / 8

7 Rewrite the sentences. Start with the words in brackets.

1 'Let's go to the concert,' she said. (She suggested)
2 I think I might dye my hair red. (I'm considering)
3 Buying these shoes was a mistake. (I regret)
4 Packing a swimsuit is essential. (Don't forget)
5 Buying designer brands isn't compulsory. (You don't need)
6 Why don't you wear a belt with that? (Try)
7 It looks like clothes are getting cheaper. (Clothes seem)
8 I'm getting a piercing when I turn 18. (I decided)

Marks ___ / 8

Total ___ / 50

Describing hair

1 Label the photos with the words below.

■ Afro hair ■ a bob ■ a bun ■ curly hair ■ dyed hair
■ locs ■ a plait ■ a ponytail ■ a shaved head
■ spiky hair ■ straight hair ■ wavy hair

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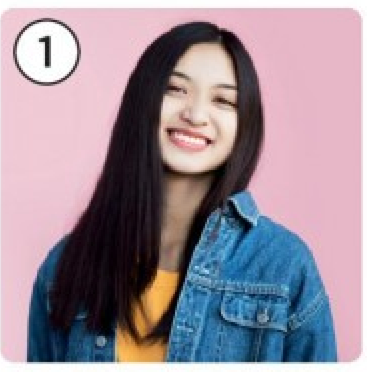

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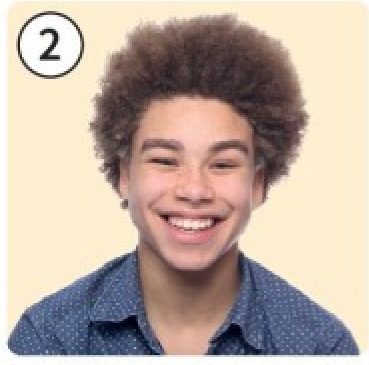

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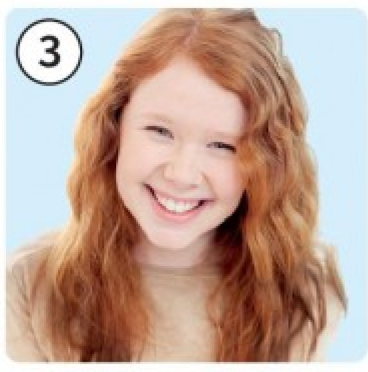

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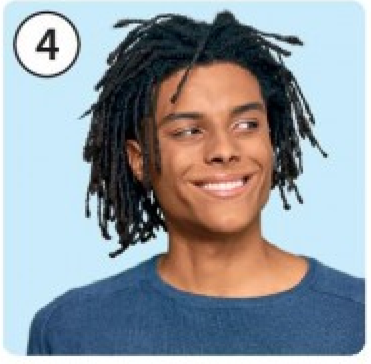

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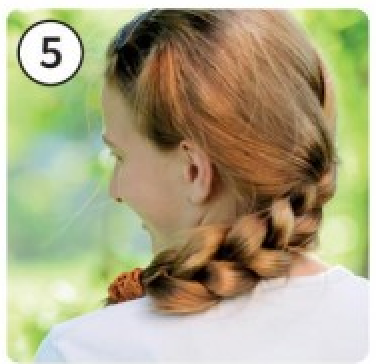

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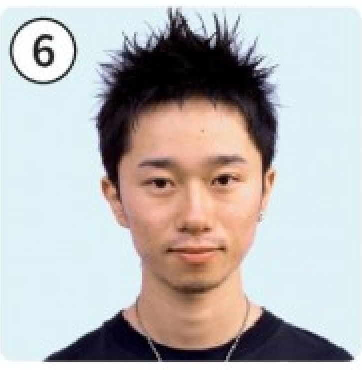

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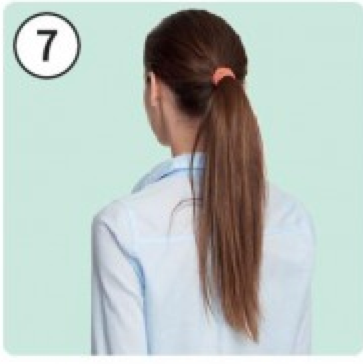

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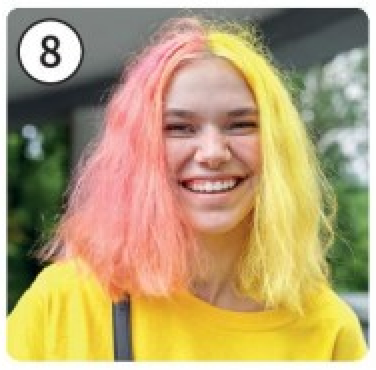

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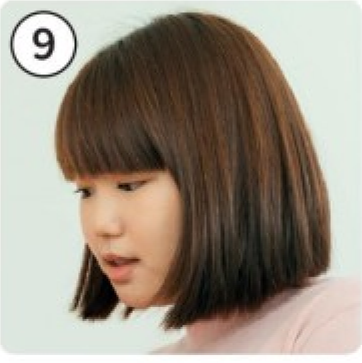

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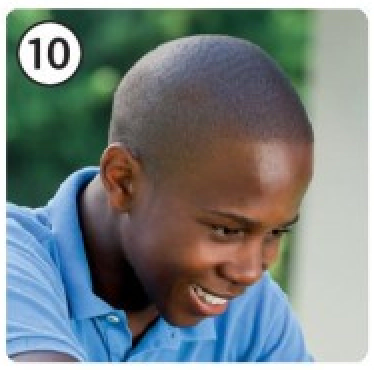

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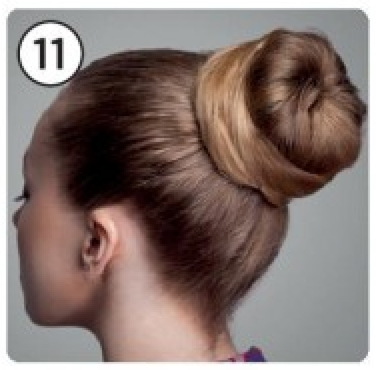

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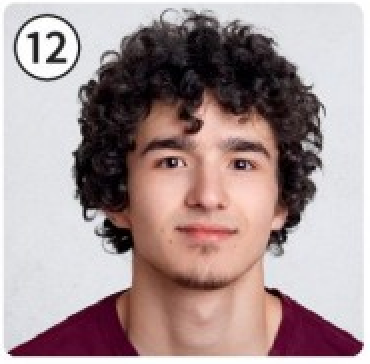

2 Complete the sentences with the words in exercise 1.

1 Her hair is quite short and is the same length all around. She's got ________.
2 His hair is short with sharp points. He's got ________.
3 She divides her hair into three parts and joins them together. She's got ________.
4 Her hair is red and yellow! She's got ________.
5 His hair is very curly and not very easy to comb. He's got ________.
6 She hasn't got any curls. She's got ________.
7 His hair is twisted into long thick pieces which hang down from his head. He's got ________.
8 All of her hair is together at the back of her head. She's got ________.
9 The hairdresser cut his hair very short with a machine. He's got ________.
10 She wears her long hair in a ball on top of her head. She's got ________.
11 His hair forms lots of round shapes. He's got ________.
12 Her hair is slightly curly. She's got ________.

3 SPEAKING Work in pairs. Think of people you know with the hairstyles in exercise 1.

Clothes

1 Match the words below to definitions 1–12.

■ Bermudas ■ camisole top ■ cardigan
■ cargo pants / trousers ■ fleece ■ hoody ■ joggers
■ leggings ■ maxi dress ■ mini skirt ■ polo shirt ■ vest

1 a sweatshirt with a hood
2 a very short skirt
3 a sleeveless top for men
4 a long dress which reaches the ankles
5 a long-sleeved top made of soft warm material
6 an informal pair of trousers often worn for sports practice
7 loose informal trousers with large pockets on the legs
8 shorts that come down to just above the knees
9 a summer top for women which is held up by straps
10 a T-shirt with a collar
11 women's trousers that fit tightly around the legs
12 a top made of wool with buttons down the front

2 Label items 1–12 with the words in exercise 1.

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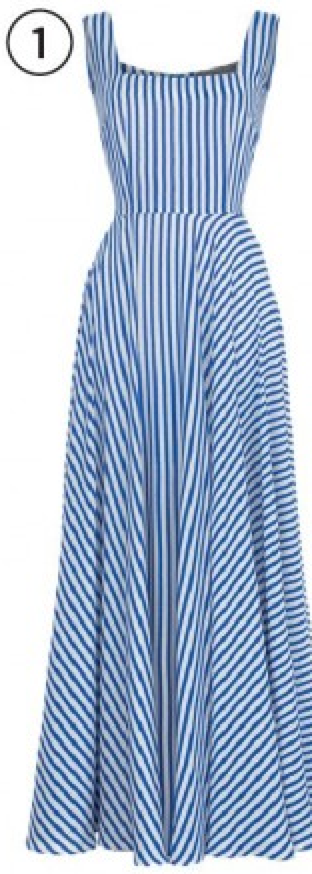

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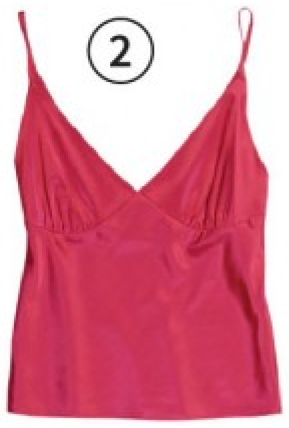

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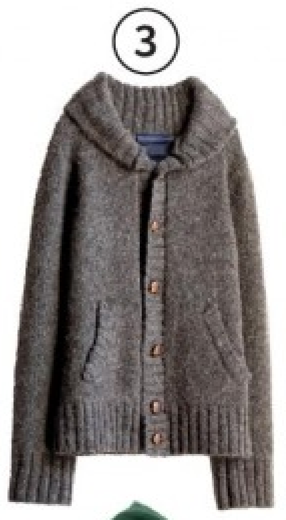

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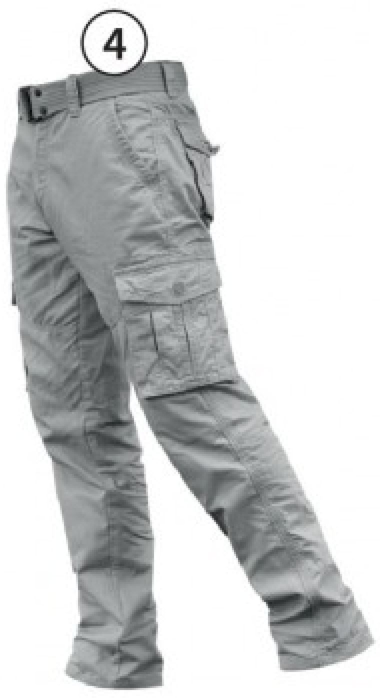

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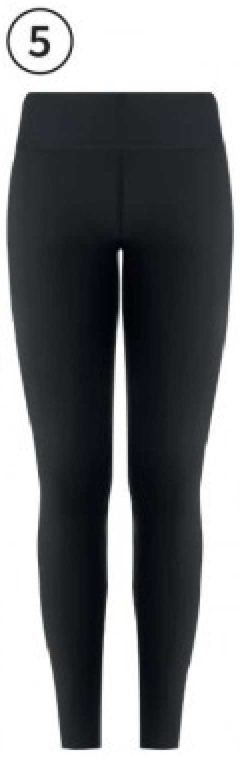

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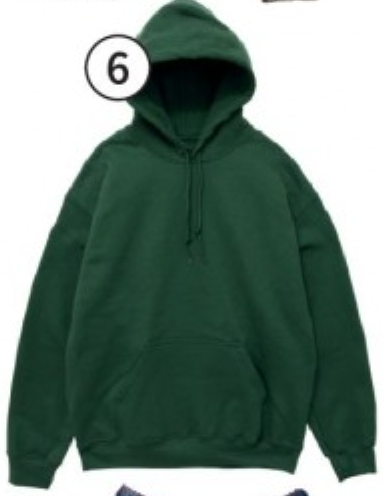

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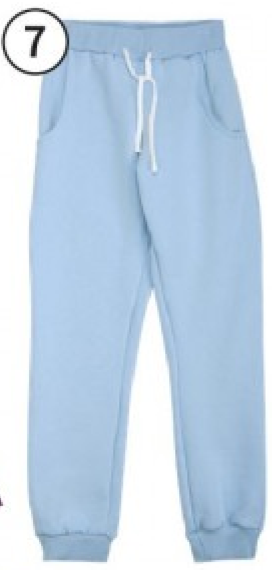

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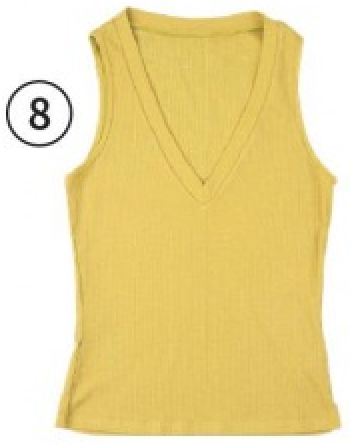

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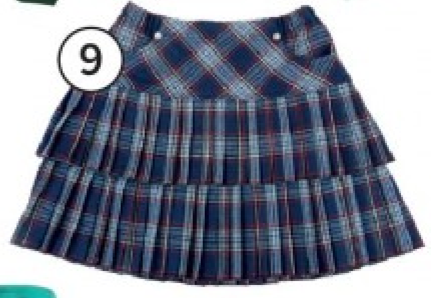

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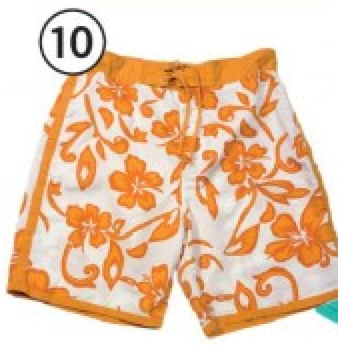

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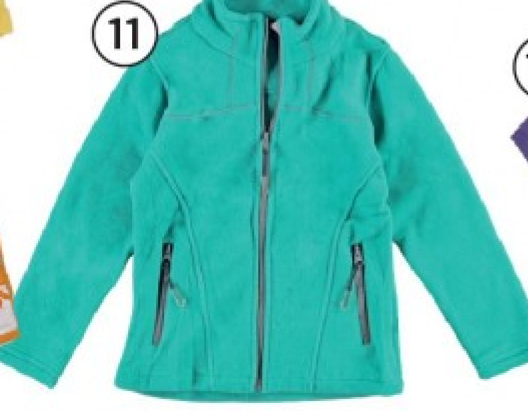

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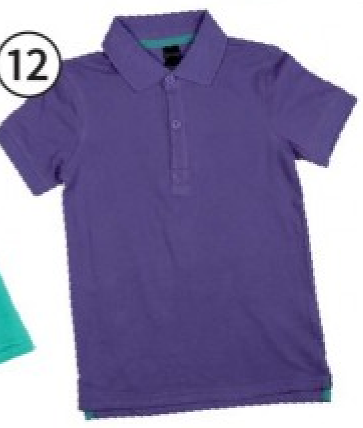


1 ________
2 ________
3 ________
4 ________
5 ________
6 ________
7 ________
8 ________
9 ________
10 ________
11 ________
12 ________

3 SPEAKING Work in pairs. Which clothes do you usually wear in warm weather? Which clothes do you usually wear in cool weather?

GS Global skills Setting goals

1 WHAT DO YOU THINK? Discuss the questions.

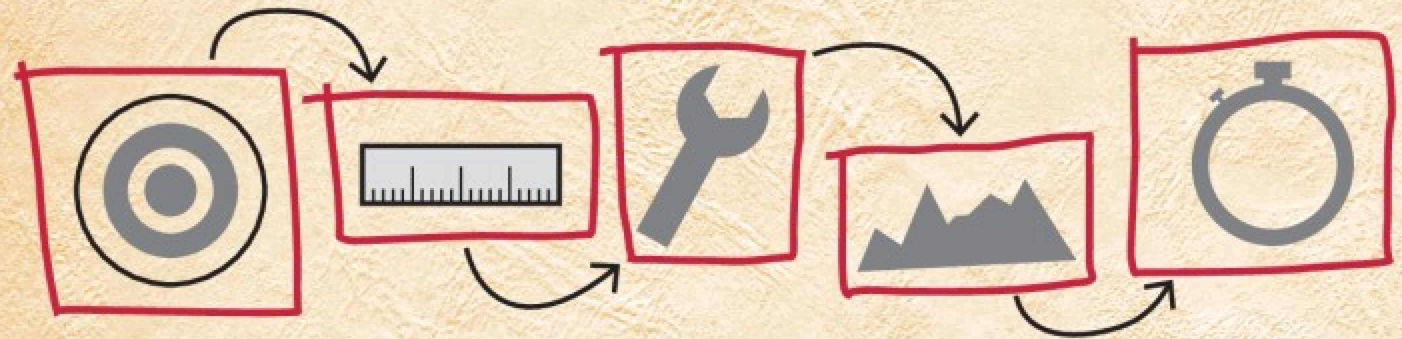
1 Why do people set goals?
2 Can you think of any possible disadvantages of setting a goal?

2 🔊1.6 Match questions 1–5 to the SMART goals in the infographic on the right. Then listen to a talk and check your answers.

1 When will you achieve your goal by?
2 What is your action plan? Do you have all the resources you need?
3 Can you achieve this goal in the time available?
4 What exactly do you want to achieve and why?
5 How will you know when you've achieved your goal?

SMART goals

Make sure your goal is SMART and it's much more likely that you'll achieve it!



S Specific
M Measurable
A Actionable
R Realistic
T Time-bound

3 Read the infographic below. What should you do if you fail to achieve a goal?

From doing to reviewing

So you've set a SMART goal, you've worked towards it and the deadline has arrived. Now it's time to review how it went.

Did you achieve your goal?

YES

Well done! ☺

Think about why you were successful.

- What helped you to succeed in achieving your goal?
- How did you track your progress?
- What problems did you face? How did you overcome them?
- Will you use the same strategies again in the future?
- Will you do anything differently next time?

NO

Don't worry!

The important thing is to understand why. Here are some common reasons and some possible solutions.

- The goal was too difficult to achieve. Maybe you need to make your next goal easier or set a more realistic deadline.
- You were busy. Find ways to include your goal into your daily routine. For example, if you've planned to learn three new English words a day, you could look at them while you're brushing your teeth.
- You forgot. Setting a reminder on your phone or using a habit tracker app can help you remember what you've planned to do.
- You didn't feel motivated. There are strategies you can use to stay motivated. For example, think about ways to reward yourself.
- It was the wrong goal. Maybe you have more important things to focus on or you'd prefer to try something else. That's OK. If this isn't the right goal for you at the moment, choose a different one.

Now that you've reflected on what you've learned, you can decide what your next goal should be. Planning and reviewing our goals takes time, but it's time well spent if we want to make things happen in our lives. After all, as the saying goes, 'a goal without a plan is just a wish'.

4 Read the infographic in exercise 3 again. Then think about a goal that you've set in the past and discuss the questions.

1 Was it a SMART goal? If so, how? If not, why not? How could you have improved it?
2 Did you achieve it? Why / why not?
3 What problems did you face while you were working towards your goal? Did you use any strategies to overcome these problems?

5 Read the tips on the right. Which strategies do you think are the most useful for you? How many more ideas can you add to the list?

6 Use the words in each column to make eight collocations. You can use the same words more than once. In what order might you do these things after setting a goal?

achieve
set
overcome
face
use
work towards
track

a goal
a strategy
a deadline
a problem
your progress

7 PROJECT Follow these steps to set a goal for the coming week.

1 Choose a SMART goal for the coming week and plan how you're going to achieve it. Create a diagram like the infographic in exercise 2 and make notes on each aspect of your goal.
2 Share your diagram with a partner and discuss your goal. How have you made sure your goal is SMART? Can your partner suggest any improvements? What problems do you think you'll face? What strategies will you use to overcome them?
3 Over the next week, put your plan into action. Review your success in the next lesson.

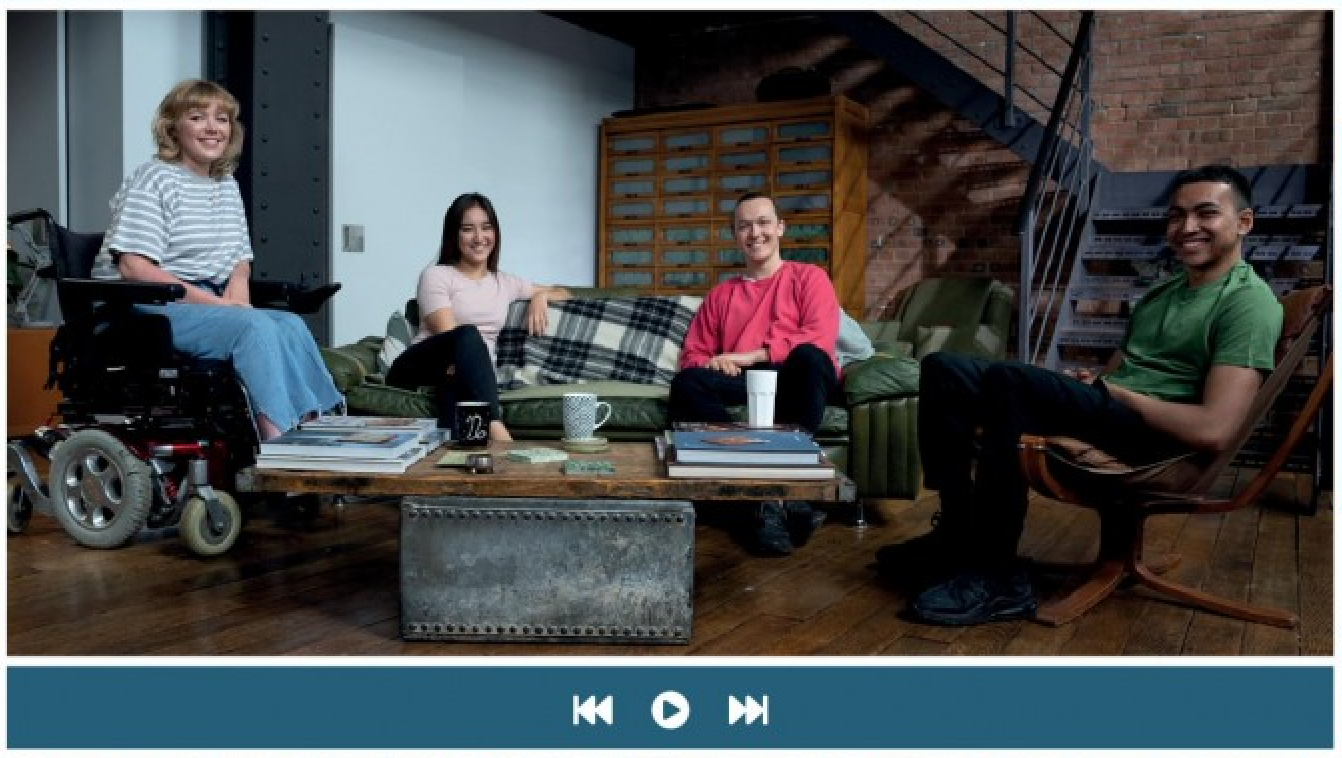
STAYING MOTIVATED

There are lots of ways to motivate yourself to achieve a goal. Different strategies work for different people, but here are some ideas that you could try.

- **Don't be too ambitious.** Don't set too many goals. If you start small, you're more likely to succeed.
- **Visualize your goal.** Imagine yourself after you've achieved your goal. How will you feel? What new opportunities will you have?
- **Reward yourself.** Track your progress using a diary, app or sticker chart. Reward your effort as well as your success.
- **Focus on your 'personal best'.** Try not to compare yourself to other people.
- **Help each other.** If you work towards a goal with a friend, you can motivate each other. Sharing your plans and your progress with another person can be very motivating.

✓ Assess your progress Workbook page 124

Video Setting goals



Watch the video to find out what **Emma**, **Madina**, **Harry** and **Adil** do to make sure they achieve their goals.

2 On the move

Reading and vocabulary

1 WHAT DO YOU THINK? Imagine you wanted to travel this summer but didn't have enough money to do it. Which of the following would you consider doing? Which wouldn't you consider doing? Why?

- getting a part-time job and saving some money
- asking your parents to lend you money
- selling all your old stuff online or in second-hand shops
- setting up a fundraising webpage and asking people to donate money

2 Read the article. Which of the things in exercise 1 do you think the writer would consider doing?

3 Read the article again and answer the questions.

1 What type of journeys does the writer talk about in paragraph 2?
2 What type of journeys did people raise money for in the past?
3 Why did the Van Ordens stop their campaign?
4 What do some travellers provide in return for money?
5 What do many travellers think about staying somewhere for free?

4 REACT Discuss the questions.

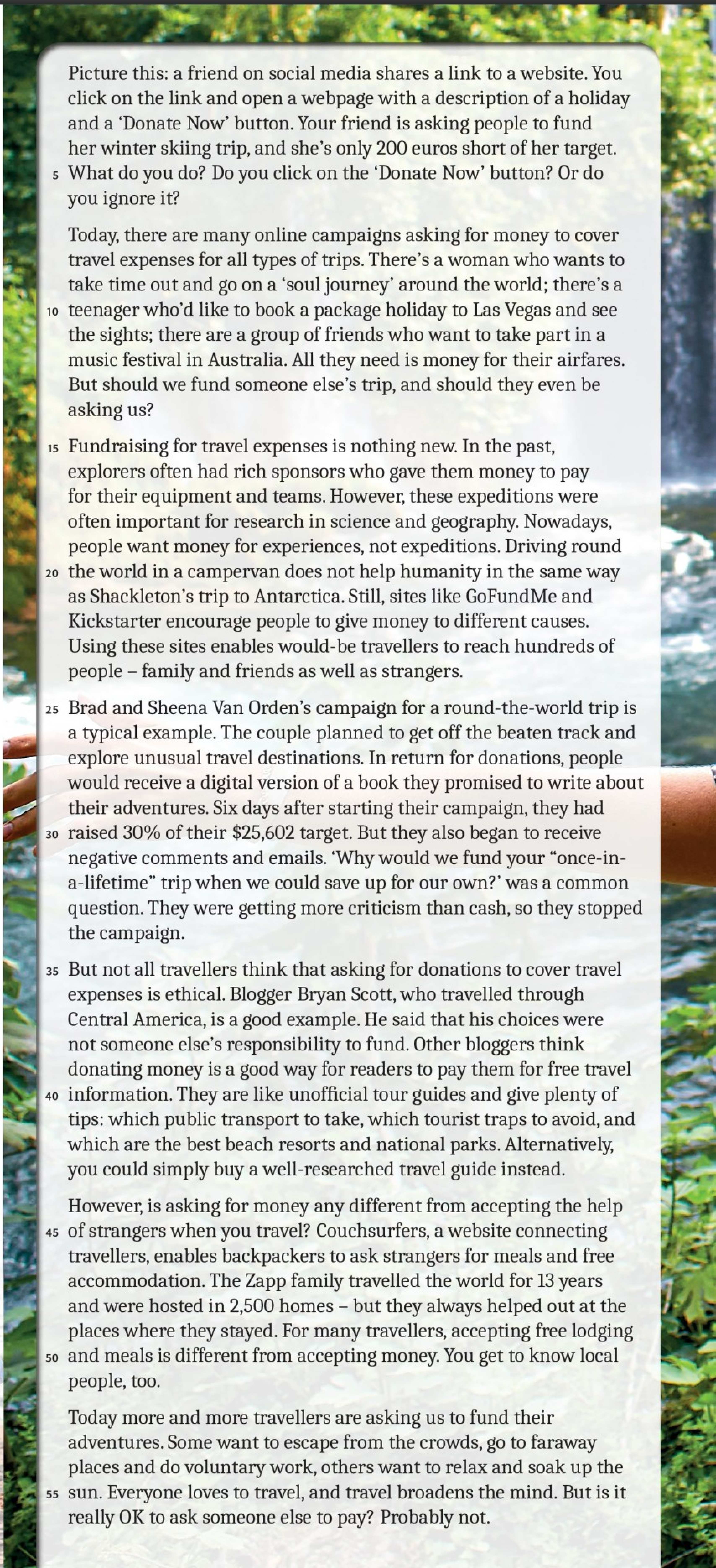
1 Look at the comments on page 19. Which do you agree with and why?
2 Is it ever ethical to ask people to pay for your travel?
3 Should we be travelling at all? What are the advantages and disadvantages?

V Insight Compound nouns: travel

5 Match the words in A to the words in B to make compound nouns. Then check your answers in the article.

A ■ beach ■ national ■ package ■ public ■ tourist ■ tour ■ travel

B ■ destination ■ guide ■ holiday ■ park ■ resort ■ trap ■ transport



Picture this: a friend on social media shares a link to a website. You click on the link and open a webpage with a description of a holiday and a 'Donate Now' button. Your friend is asking people to fund her winter skiing trip, and she's only 200 euros short of her target. What do you do? Do you click on the 'Donate Now' button? Or do you ignore it?

Today, there are many online campaigns asking for money to cover travel expenses for all types of trips. There's a woman who wants to take time out and go on a 'soul journey' around the world; there's a teenager who'd like to book a package holiday to Las Vegas and see the sights; there are a group of friends who want to take part in a music festival in Australia. All they need is money for their airfares. But should we fund someone else's trip, and should they even be asking us?

Fundraising for travel expenses is nothing new. In the past, explorers often had rich sponsors who gave them money to pay for their equipment and teams. However, these expeditions were often important for research in science and geography. Nowadays, people want money for experiences, not expeditions. Driving round the world in a campervan does not help humanity in the same way as Shackleton's trip to Antarctica. Still, sites like GoFundMe and Kickstarter encourage people to give money to different causes. Using these sites enables would-be travellers to reach hundreds of people – family and friends as well as strangers.

Brad and Sheena Van Orden's campaign for a round-the-world trip is a typical example. The couple planned to get off the beaten track and explore unusual travel destinations. In return for donations, people would receive a digital version of a book they promised to write about their adventures. Six days after starting their campaign, they had raised 30% of their $25,602 target. But they also began to receive negative comments and emails. 'Why would we fund your "once-in-a-lifetime" trip when we could save up for our own?' was a common question. They were getting more criticism than cash, so they stopped the campaign.

But not all travellers think that asking for donations to cover travel expenses is ethical. Blogger Bryan Scott, who travelled through Central America, is a good example. He said that his choices were not someone else's responsibility to fund. Other bloggers think donating money is a good way for readers to pay them for free travel information. They are like unofficial tour guides and give plenty of tips: which public transport to take, which tourist traps to avoid, and which are the best beach resorts and national parks. Alternatively, you could simply buy a well-researched travel guide instead.

However, is asking for money any different from accepting the help of strangers when you travel? Couchsurfers, a website connecting travellers, enables backpackers to ask strangers for meals and free accommodation. The Zapp family travelled the world for 13 years and were hosted in 2,500 homes – but they always helped out at the places where they stayed. For many travellers, accepting free lodging and meals is different from accepting money. You get to know local people, too.

Today more and more travellers are asking us to fund their adventures. Some want to escape from the crowds, go to faraway places and do voluntary work, others want to relax and soak up the sun. Everyone loves to travel, and travel broadens the mind. But is it really OK to ask someone else to pay? Probably not.

Fund yourself

Comments (3)

Add a comment

Today

BackpackerEm: We should donate money to people with needs, not to people who just want to travel.

SheGoes: Travelling the world is the best education. It's OK to give money because we're funding education.

Life_Cruiser_08: Travellers usually write entertaining blogs or give travel advice. They're helping us, so asking for money is fair.

6 **Read the text and replace the phrases in italics with the correct form of the compound nouns in exercise 5.**

A trip for a cause

Freya Green had invested a lot of money and hard work into her dream trip. It wasn't to ¹*a place for a holiday by the sea* and it wasn't ²*an organized holiday from a travel agent* to Paris. She didn't plan to stay in a hotel in an exotic ³*place for holidaymakers*, hire ⁴*a person who shows tourists around* and see the sights. Instead, she went to Nepal to volunteer in a children's hospital! Samantha is a qualified nurse and she raised the extra money she needed on GoFundMe. She told people how she would spend the money and posted a video of the organization she'd be volunteering with. As a result, lots of people made donations. In Kathmandu, she's staying in a cheap hostel near the hospital because she has to be careful with the money that she has raised. At the weekend, she won't be buying souvenirs or visiting ⁵*shops that sell overpriced souvenirs.* Instead, she hopes to see the ⁶*protected areas of land* around the city, and she'll be going there on ⁷*a regular bus or train service*!

V Insight Travel

7 **Complete the descriptions with the correct form of the verbs below. Then check your answers in the article.**

■ escape ■ get off ■ get to know ■ see ■ soak up ■ take ■ take part in

When we go away, we like to ¹__________ the beaten track, away from the usual tourist destinations. That's the point of a holiday – to ²__________ from the crowds and have an adventure!

I like to ³__________ time out, lie on the beach, read a good book and ⁴__________ the sun. The weather isn't great at home, so I never usually sunbathe.

My family like to ⁵__________ guided tours and activities – we always ⁶__________ the sights. Last year, I tried snowboarding with my brother. It was fun because we ⁷__________ some local people and made new friends.

8 **TASK** **Work in pairs. Which description in exercise 7 is your idea of a good holiday? Why?**

➔ Vocabulary extra ❯ Types of holiday ❯ page 29

✓ Assess your progress Workbook page 19

2B Grammar and reading

Grammar Narrative tenses

1 WHAT DO YOU THINK? Look at the photo and heading in the article below. Work in pairs and discuss the questions.

1 What qualities do you think you need to complete a rowing race?
2 What difficulties do you think you might face?
3 Why do you think people like to challenge themselves in different ways?

2 Read the first part of an article. What is the relationship between the three people in the photo? What did they do? What do you think happened next?

NEWS

The world's toughest rowing race, the world's fastest trio

When the MacLean brothers rowed almost 5,000 km across the Atlantic Ocean in just over 35 days, they became the youngest and fastest trio to complete the challenge. [1]Before this, the fastest a trio had rowed the Atlantic was 41 days. The MacLeans were also the first three brothers to ever row* the Atlantic.

Ewan, Jamie and Lachlan MacLean grew up in Edinburgh, but [2]they usually spent their summer holidays in the north of Scotland. [3]While Lachlan **was studying** at Glasgow University, he **saw** an advert for the Atlantic Challenge to row from La Gomera in Spain to the island of Barbados in the Caribbean. It's the world's toughest rowing race. [4]At the time, Jamie **was also studying** in Glasgow and Ewan was working as a design engineer in Bristol. Lachlan discussed the idea with his two brothers. Jamie agreed to join him to apply for the challenge but Ewan, the oldest brother, didn't want to do it. Eventually, Lachlan and Jamie convinced their big brother to take a break from his job and attempt the world record with them. [5]They **found** sponsors, **bought** a second-hand boat and **repaired** it. Before they rowed the Atlantic, they launched their boat, *Broar**, on a small Scottish lake called Loch Lomond. [6]It **was** a cold grey day. [7]However, it **wasn't raining** and everyone was smiling as they watched the young men. The hard work, both physically and mentally, was only just beginning.

Glossary

* row = move a boat across the water using thin pieces of wood called oars

* *Broar* = the name of the boat is a combination of the words *brother* and *oar*

3 REACT Discuss the questions.

1 Who would you choose to row the Atlantic Ocean with? Why?
2 What are the advantages and disadvantages of doing a challenge like this with family?
3 What physical and mental challenges would you face?

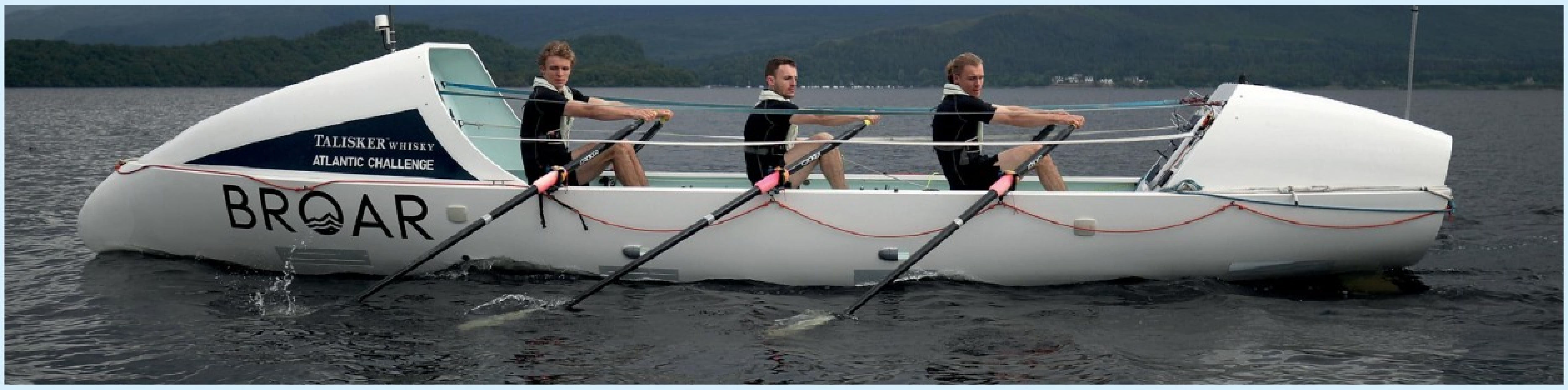
Grammar Insight

4 Study sentences 1–7 in the article and match them to rules a–g.

We use the past simple for:
a a past state.
b a past habit.
c a sequence of actions in the past.
We use the past continuous for:
d background descriptions.
e an action or actions in progress at a specific time in the past.
We use the past simple and the past continuous for:
f a longer action interrupted by a shorter action.
We use the past perfect for:
g an action or event that happened before another action in the past.

➔ Further reference and practice ❯ Workbook ❯ page 86

5 **Complete the rest of the article with the past simple, past continuous or past perfect form of the verbs in brackets.**



Before the challenge, the brothers [1] __________ (not have) any real rowing experience. Their main aim was to complete the challenge and to raise money for two charities. How [2] __________ (they / do) it? They [3] __________ (begin) a training programme with world-leading endurance athletes to help them prepare physically and mentally for the challenge.

18 months and many hours of training later, they [4] __________ (arrive) in La Gomera, Tenerife. Once the race [5] __________ (start), the brothers realized how many physical challenges they were going to face, including a lack of sleep. Every day for 35 days, they rowed for two hours, [6] __________ (sleep) for one hour and repeated this 24 hours a day. However, two of the biggest challenges were the weather, with storms and temperatures of up to 40°C, and illness, with the brothers suffering from dehydration and seasickness. On the boat, there were 20 kg of Scottish oats to make porridge and 30 kg of mixed fruit and nuts as well as energy bars and chocolate. They [7] __________ (eat) three or four meals a day, but surprisingly, they [8] __________ (not lose) much weight.

Music [9] __________ (become) a big part of their journey, but less than halfway across the Atlantic Ocean, the sun and sea water had damaged their phone cables, so they rowed for 20 days without music or podcasts. Instead, they made their own music and talked. They [10] __________ (not argue) much during the journey and they think that being brothers was one of their biggest advantages.

Most of their family and friends [11] __________ (not expect) the boys to finish the race so quickly and they weren't waiting in Barbados for them. However, their mum [12] __________ (manage) to get there early. When they finally [13] __________ (arrive) in Barbados, she [14] __________ (wait) for them. Other people [15] __________ (cheer) and waving, and there was music and fireworks. As they stepped off their boat, they [16] __________ (shake) because they hadn't stood on land for so long.

6 **🔊 2.1 Listen to a radio show. What is the connection with the MacLean brothers? What was Mo's achievement?**

7 **🔊 2.1 Put events a–g in the correct order. The listen again and check.**

____ **a** sponsor / give Mo special hearing equipment
____ **b** Mo decide / row the Atlantic / her daughter and two friends agree to do it with her
____ **c** Mo lose her phone / hearing aids stop working
____ **d** during training / one team member / suffer from seasickness / abandon challenge
____ **e** Mo become / first deaf woman to row the Atlantic
____ **f** only three team members / remain
____ **g** crew arrive / in Antigua

8 **Work in pairs. Tell Mo's story. Use as many of the words and phrases below as you can to describe the events in exercise 7.**

■ after ■ before (the challenge) ■ by the time ■ first ■ in the end ■ next ■ then ■ when ■ while

9 **TASK** **Think about a memorable journey you have had. Use the ideas below to describe it using narrative tenses. Make notes. Then work in pairs. Take turns to ask and answer about your journeys. Whose was the most memorable? Surprising? Interesting? Scary?**

- where you went
- what you had packed / read / done before your journey
- who you travelled with
- what you did / saw
- how you were feeling before, during and after your journey
- what you thought about the journey

✓ **Assess your progress** **Workbook page 19**

2c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs. Look at the different types of travellers below and discuss the questions.

- adventure tourist
- armchair traveller
- globetrotting backpacker
- holidaymaker
- staycationer

1 What are the differences between these types of travellers?
2 Where do you think they normally spend their holidays?
3 What are the advantages and disadvantages of each type of travel?

Strategy Identifying purpose

When you listen to people talking, try and identify the purpose of the conversation. Listen for:

- the context. How many people are speaking? Who are they? Where are they?
- how the speakers feel. Are they angry, happy, bored, interested, worried?
- why they are speaking. To make arrangements / suggestions / give an opinion / instructions, etc.?

2 🔊 2.2 Read the strategy. Listen to a radio show. Match each speaker to a type of traveller in exercise 1. Why are they calling in?

1 Luca **2** Noah **3** Katrina **4** Jed

3 🔊 2.2 Listen again and match each speaker (1–4) to two sentences (a–h).

Who:

a is aware of how travel affects the environment?
b finds out about places on a computer, phone or tablet?
c thinks typical tourist holidays are boring?
d doesn't like going away for a long time?
e likes telling stories about their travels and experiences?
f disapproves of people on package tours?
g says travelling is hard work?
h enjoys visiting less popular places?

4 REACT Work in groups and discuss the questions.

1 'Tourists take a few photos, buy some souvenirs, then get back on the coach. A traveller would take a phrasebook and start a conversation instead.' Do you agree? Why / why not?
2 Which speaker are you most similar to in your opinions of travel?

V Insight Types of journey

5 Study the highlighted words in questions 1–7. Then match them to definitions a–g.

1 What do you think a trek in Nepal would be like?
2 Would you like to go on a voyage around Antarctica?
3 What can we learn from a polar expedition?
4 Do you prefer short trips or weekends away?
5 How much CO_2 does a long-haul flight to the USA produce?
6 Have you ever done a coach tour to see popular tourist attractions?
7 What's your opinion of group excursions?

a travelling from place to place with an organized group
b a difficult walk, lasting several days or weeks
c a journey on a ship or a spacecraft
d a journey by air
e a long journey which is often scientific
f a short outing to one place for pleasure
g a short or long journey for business or pleasure

6 Work in pairs and discuss the questions in exercise 5.

7 TASK Which type of journey would you like to go on? Why? Discuss your choice with other students and give reasons. Find the best person to travel with you.

Speaking Persuading and negotiating

8 **Work in pairs. Read the adverts. Which tour of London would you like to try? Why?**

Explore – Discover – Experience LONDON

A

Unseen City

See parts of the city from a new angle. Our guides were once homeless and lived on these streets. Choose an area and your guide will share their secrets with you.

Two-hour tour: £15

(80% goes directly to your guide.)

Tours run every day between 2 p.m. and 6 p.m.

SECRET • SECRET • SECRET • SECRET

B

Graffiti Walk

Join us for a walk around some of the most amazing street art in the East End. Experience some of the most talented street artists. Don't forget an umbrella and a camera. This is a 'pay what you feel' tour. Booking recommended but not necessary. Two-hour tours, every day between 9 a.m. and 5 p.m.

C

Scavenger Hunt Tour

A great way to see the city in two hours as part of a team. Solve clues, work out puzzles, find objects, make videos or take photos. The winning team gets a prize. It's fun, silly and informative. £120 for a team of 6. For more information and to book, check our website.

9 **2.3 Listen to a dialogue between a tour guide and two tourists. Which tour in exercise 8 are they talking about? How does the tour guide persuade them to join the tour?**

10 **2.3 Complete the phrases from the dialogue. Then listen again and check.**

Persuading and negotiating	Reaching agreement
If you … , I'll give you … .	Well, you've ^{5}________ me.
You've got ^{1}________ to lose.	OK, let's ^{6}________ for it.
That sounds ^{2}________, but … .	
I'm not so ^{3}________ … . I still think … .	
You won't be ^{4}________.	

11 **2.4 Put the dialogue in the correct order. Then listen and check.**

____ **Gabi** That sounds interesting, but you can only do it in the afternoons and we're going to a museum then.
____ **Dan** Great! You won't regret it!
____ **Gabi** So we would get to meet an artist.
____ **Dan** Why don't we go on a tour?
____ **Gabi** OK, you've persuaded me! Let's book it.
____ **Dan** Maybe, but we've only got the morning. We can see all the sights quickly on a tour, don't you agree? Look at this advert about tours with guides who used to be homeless.
____ **Gabi** We've got a free morning tomorrow. What shall we do?
____ **Dan** OK, but I still think we should go on a tour before that. Look, here's a different one. It's called Graffiti Walk. There are local tour guides and you get to see lots of street art. What's not to like?
____ **Gabi** I'm not sure. I prefer to explore things on my own. It's more fun and you get to meet local people.
____ **Dan** Yes, and you can maybe even have a photo with them.

12 **Read the dialogue again. Underline more ways of persuading, negotiating and reaching agreement.**

GS Global skills Being an active listener

When you are persuading or negotiating, it's important to be an active listener. Let the speaker know that you are listening to them in different ways. Always try to use positive body language: look them in the eye, nod your head, smile and don't forget to sound enthusiastic – even if you disagree with their suggestion.

13 **Why is it important to let people know you are listening to them?**

14 **TASK** **Work in pairs. Choose one of the tours in exercise 8 and persuade your partner to go with you. Remember to be an active listener and use positive body language.**

Assess your progress
Workbook page 19

2D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions. Then read the article and check your ideas.

1 Look at the map in the article. Why do you think this road was built? What did people use it for?
2 What type of places might there be on a road like this? Which would be most useful to travellers?

2 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Route 66 connects the East coast of America with the West coast.
2 The road made life easier for people in big cities.
3 Unusual weather conditions caused the great migration.
4 In the 1930s, it was easy for farmers to find work in California.
5 In the 1940s, the road was given a new name.
6 The road became popular because of its tourist attractions.

GS Global skills Culture

3 Discuss the questions.

1 Are there any famous routes or roads in your country?
2 What are the most popular tourist attractions along the route?
3 Are they connected to any historical events?

V Insight Verbs + prepositions: travel

4 Choose the correct prepositions. Then check your answers in the article.

1 Jack was hungry, so he headed **with** / **for** a diner.
2 A small road off Route 66 led us **to** / **for** an old motel.
3 Route 66 connects **with** / **along** the Interstate Highway.
4 We decided to travel **around** / **down** the road to Chicago.
5 If you drive **along** / **with** the road, you'll see a service station on your right.
6 The river winds **around** / **for** the mountains and through the valley.
7 We cut **down** / **through** the countryside to avoid the traffic.

Grammar *used to* and *would*

5 Find five sentences with *used to* / *didn't use to* or *would* / *wouldn't* in the article.

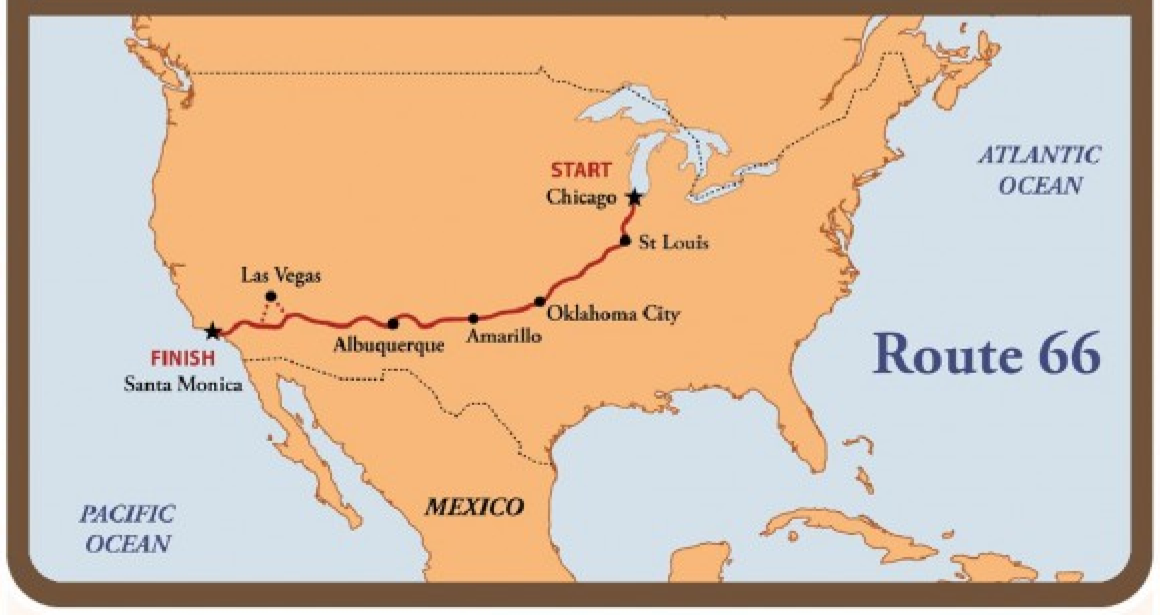
Grammar Insight

6 Complete the rules with *used to*, *would* or *the past simple*.

a We use ______ or ______ for repeated past actions or habits that do not happen now.
b We can also use ______ or the past simple for past states (= state verbs) that have changed or are different now.
c We can't use ______ or ______ when something only happened once. We use ______.

➔ Further reference and practice ❯ Workbook ❯ page 87

THE MOTHER ROAD



It's over 4,000 km long and crosses two-thirds of the USA. It's been called 'The Mother Road' and 'The Main Street of America'. It's been in films, books and songs, and there's even a piece on display at the Smithsonian Museum in Washington. Welcome to Route 66.

Route 66 starts in the hustle and bustle of Chicago. Outside the city, it cuts through cornfields and the open plains of the West, into gold mining towns and ghost towns, over deserts and through valleys, winding around lakes and mountains, until it arrives in Los Angeles on the Pacific coast. Midwest America is connected with the West coast, and the past is connected with the present. Let's go back to the 1920s to see how it all began.

1920s

In the early 1920s, life in Midwest America was very different. People didn't use to travel much because there were no highways* near the small towns – a trip to LA would usually take weeks. But in 1926, things started to change thanks to a new road called Route 66. This new road opened up the American West to hundreds of thousands of people. Agricultural communities that used to be isolated started to grow and develop into towns. Farmers were also able to sell their produce to big cities.

1930s

In the mid-1930s, hard times returned. America was suffering from the Great Depression and across the country, millions of people were out of work. In the Midwest, severe drought conditions and dust storms destroyed farmland, and thousands of families were forced to leave their homes. They headed for California, along Route 66, where they had heard there were agricultural jobs. Unfortunately, the Mother Road led them to shanty towns* outside towns and cities, where they lived in terrible poverty. Route 66 became associated with the pain and misery of this great migration.

RESTAURANT
ROUTE 66
RESTAURANT
PARKING
ROUTE 66
Steaks
Mexican FOOD

1940s–1950s

When the Great Depression came to an end after World War II, there was a new age of optimism and thousands moved from East to West, looking for a better life. People had more free time and many owned cars. Families wouldn't stay at home during holidays. Instead, they would drive along Route 66 to the beaches of California, visiting the Grand Canyon and other attractions along the way. It was boom time for the road and hundreds of diners, motels and service stations lined the route. Billboards and huge statues tempted tourists to stop at man-made and natural attractions, such as the giant Blue Whale in Oklahoma or the Meramec Caverns in Missouri. Then jazz musician Bobby Troupe wrote the hit song *Route 66*. The Mother Road had a brand new image – one of freedom and fun.

1956–present day

As more people travelled from East to West, a newer, bigger road was needed and work began on a national interstate highway. Sadly, the towns and attractions along Route 66 began to die out. Then in the 1990s, people started campaigns to preserve the old road, new signs were put up and tourists began to travel down it once again.

Today, the Mother Road still offers an amazing journey through the American West. Whether you want the freedom of the open road, a trip into the past or simply a greasy burger from an all-American diner, you can still 'get your kicks* on Route 66'.

Glossary

* highways = main roads in America, usually eight lanes wide
* shanty towns = areas outside a town where poor people live in homes made out of cardboard and wood
* get your kicks = have a good time

7 **Complete the text with the correct form of the verbs in brackets and *used to* or *would*. Sometimes more than one answer is possible.**

Seligman, Arizona

Seligman, Arizona, is a small town in the middle of the desert and not far from the Grand Canyon. Today, it's one of the most famous towns on Route 66, but in the past, things 1 __________ (be) very different.

In the mid-19th century, Seligman was known as Mint Valley. Pioneers travelling West 2 __________ (stop) there. They 3 __________ (not stay) very long, but they 4 __________ (always / buy) supplies from stores on the road. Then in 1886, the railroad came and cattle ranches were built. Cowboys 5 __________ (work) on the ranches, and they 6 __________ (often / have) dangerous gunfights on the streets. Seligman became a typical Wild West town!

When Route 66 was built, holidaymakers 7 __________ (use) Seligman as a stopover on their way west. Travellers 8 __________ (come) and stay in the town's neon-lit motels. They 9 __________ (not drive) past Seligman – it was part of their holiday! The new Interstate Highway changed all that, but the small town fought back. It preserved its historical past and in 1987 became the official 'Birthplace of Historic Route 66'.

Route 66 HISTORIC SELIGMAN SUNDRIES
COFFEE
JEWELRY
GIFTS
MUSEUM
SELIGMAN SUNDRIES
Koffee
Java
Espresso
Koffie
Route 66

8 **TASK** **Work in pairs. Brainstorm ideas about what life in your town used to be like in the past. Think about these things.**

- houses and homes
- transport: how people got around
- free time and entertainment
- everyday life

Compare your ideas with another pair. How is life in your town different today? Do you think it is better or worse? Why?

➔ **Vocabulary extra ❯ Travel and transport ❯ page 29**

✓ **Assess your progress** **Workbook page 19**

Writing A story

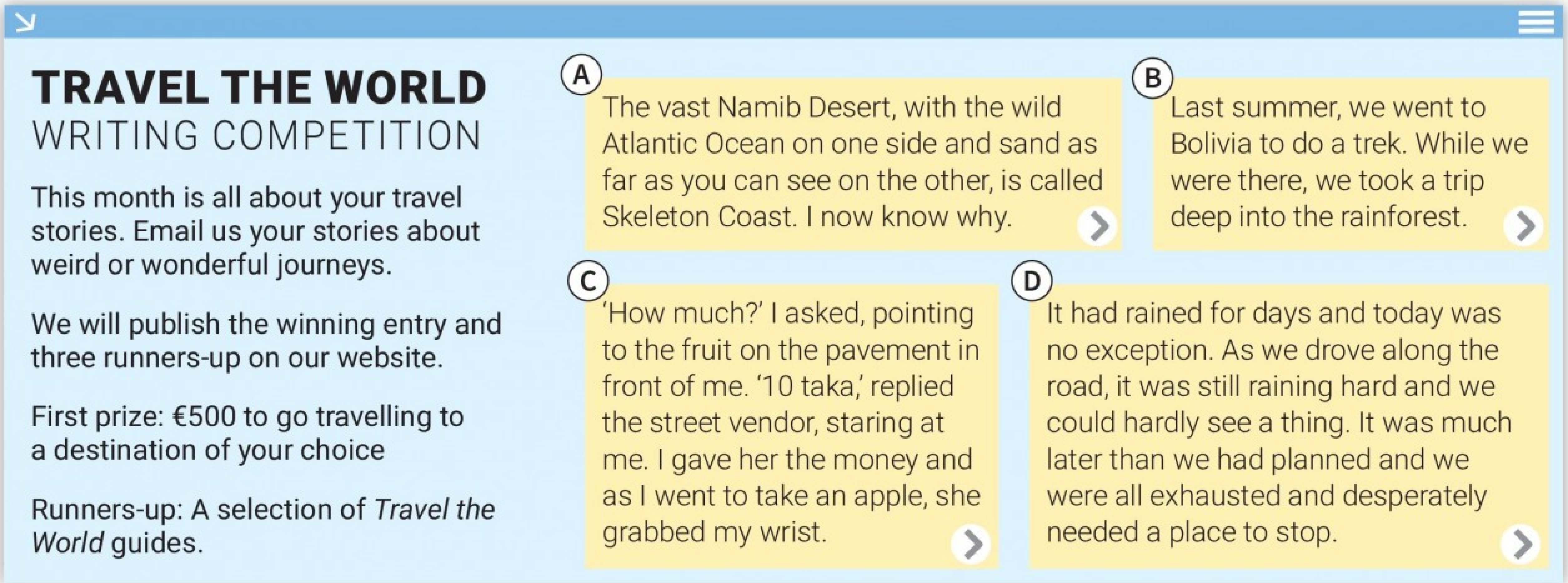
Planning for writing

1 **Work in pairs. Look at the photos and discuss the questions.**

1 Where do you think these places are?
2 What type of traveller would go there?
3 Which adjectives would you use to describe these places?

4
Post Road
DINER
ALWAYS
OPEN

2 **Read about a competition from a travel website and story openings A–D from four entries. Match them to photos 1–4 in exercise 1.**



TRAVEL THE WORLD
WRITING COMPETITION

This month is all about your travel stories. Email us your stories about weird or wonderful journeys.

We will publish the winning entry and three runners-up on our website.

First prize: €500 to go travelling to a destination of your choice

Runners-up: A selection of *Travel the World* guides.

Ⓐ The vast Namib Desert, with the wild Atlantic Ocean on one side and sand as far as you can see on the other, is called Skeleton Coast. I now know why.

Ⓑ Last summer, we went to Bolivia to do a trek. While we were there, we took a trip deep into the rainforest.

Ⓒ 'How much?' I asked, pointing to the fruit on the pavement in front of me. '10 taka,' replied the street vendor, staring at me. I gave her the money and as I went to take an apple, she grabbed my wrist.

Ⓓ It had rained for days and today was no exception. As we drove along the road, it was still raining hard and we could hardly see a thing. It was much later than we had planned and we were all exhausted and desperately needed a place to stop.

3 **Read the strategy. Then read story openings A–D in exercise 1 again and match them to 1–2 in the strategy. Which story do you think will be the most interesting? Why?**

Strategy Starting a story

When you write a story, your opening sentence(s) should grab the reader's attention and get them interested.

1 Start with:
  a a character in the story who introduces a main event.
  b a description of the weather, the time of day and your feelings, to establish the atmosphere.
  c a description of the location, especially if it's unusual.
2 Try not to start with when the event happened, like *Last summer*, *A few weeks ago*, *The year before last*, etc. But if you do, make it interesting by adding something surprising.

4 **Read the start of the model story on page 27. Which type of opening sentence(s) does it use?**

Writing Insight Ordering events in a story

5 **Study the highlighted words and phrases in the model story and look at the language boxes. Add one more word or phrase to each box.**

6 **What is the purpose of each paragraph in the model story? Complete the organization boxes with the headings below.**

■ Bring your story to an end ■ Develop the story ■ Start your story in an interesting way

LEARNING OBJECTIVES | Write an effective opening sentence to a story | Order events in a story

1 ____________
Introduce the main character(s), the place and the type of journey.

Use *in the beginning, to start with,* [1] ____________ to start a sequence of events.

The Australian Outback is enormous and it goes on and on as far as the eye can see. I've never been anywhere like it. As I tried to start the car for the fourth time, the engine died again. 'That's it,' said Rob. 'What do we do now?' He was starting to panic. 'We wait,' I replied as calmly as I could. 'What if nobody comes? It's 43°C out here and we only have one bottle of water left between us.' 'Look,' I replied, trying to hide the anger in my voice, 'I don't know, OK? Let's just hope someone comes along sooner rather than later.' That's when we noticed the small sign a few hundred metres down the road. We ran over to it and read: 'Broken Hill 20 km'. 'That doesn't sound like a great place, but we could definitely walk there,' I thought.

Use *a few minutes / two hours later, just then, suddenly, then, by the time,* [2] ____________ to show how a story moves on.

2 ____________
Describe the events in the order that they happened.

Use *when, while, that's when,* [3] ____________ to show that two events happen at the same time.

Two hours later, we were still walking. At first, we'd felt confident, but eventually, we'd run out of water and we were exhausted. Our road trip around Australia was turning into our worst nightmare. The sun was incredibly hot and after a while, we stopped talking and just walked. Then, suddenly, something hopped onto the road, right in front of us. It was a red kangaroo. It was about two metres tall. As we got closer to it, it didn't move. It sat there in the middle of the outback staring at us. I could feel Rob starting to panic again. 'Don't show that you're afraid,' I said, as we carefully walked around it. We carried on walking, but a few minutes later, Rob had had enough. 'We're never going to get out of here,' he complained. Just then, we heard a buzzing noise in the distance. 'Look!' I shouted excitedly. There was an old red truck speeding down the road straight towards us.

3 ____________
Describe what happened to end your story, e.g. something funny, scary, strange.

Use *in the end, eventually,* [4] ____________ to show the end of a sequence of events.

Finally, it reached us and the driver braked suddenly and stopped. A worried farmer jumped out. 'What are you doing out here?' he asked. 'Is that your car back there?' 'Yes, it is …' 'Well, you're lucky,' he interrupted. 'I don't use this road much, but we're looking for a kangaroo – it attacked the dogs on the farm this morning.' I turned and looked at Rob and he looked back at me. 'Get in,' the farmer said quickly. We did exactly as he said, of course. It was a long time before we visited the outback again.

Writing your story

PLAN **Read the competition information in exercise 2 again. Check you understand it.**

Choose one of the openings from exercise 2 or write your own. Think of ideas for the rest of your story. Think of questions beginning with *Who / Why / What / Where / When* and answer them.

Create a plan for your story. Plan to write three paragraphs and decide what information to include in each one.

Think about the language you will use to:

- order and show the sequence of events.
- make your story interesting.

WRITE **Write a first draft of your story. Use the model story and your paragraph plan to help you.**

REVIEW **Check your story. Use the checklist to help you.**

Have you:

- organized your story into three logical paragraphs?
- included all the information asked for in the task?
- started your story in an interesting way?
- ordered the events correctly and used appropriate words and phrases?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 19**

Review 2

Vocabulary

1 Match the words in A to the words in B to make compound nouns. Then use the compound nouns to complete the sentences.

A ■ national ■ package ■ public ■ tour ■ travel ■ tourist

B ■ destination ■ guide ■ holiday ■ trap ■ park ■ transport

1 Thomas Cook invented the first ______ with travel and accommodation in 1841.
2 Disneyland, Paris, is Europe's most popular ______.
3 The first kind of ______ was the ferry boat.
4 Polar bears live in this ______.
5 My brother has worked as a ______.
6 The souvenir shop in the museum was a real ______ – everything was overpriced.

Marks ___ / 6

2 Complete the collocations with verbs.

1 We prefer to ______ off the beaten track.
2 We'd love to ______ time out from school.
3 I love to ______ up the sun on the beach.
4 I try to ______ to know the local people.
5 We explore the area and ______ the sights.
6 I like to ______ the crowds and go somewhere peaceful.

Marks ___ / 6

3 Complete the sentences with the words below.

■ expedition ■ flight ■ tour ■ trek ■ trip ■ voyage

1 **1519–1522:** Magellan led the first sea ______ round the world.
2 **The 1700s:** art and history ______s of Europe became fashionable for rich young people.
3 **1903:** the Wright brothers made the first ______ in an aeroplane.
4 **1911:** Machu Picchu was rediscovered. Now thousands of walkers go on ______s there every year.
5 **1911:** Roald Amundsen's ______ reached the South Pole, using boats, dogs and horses.
6 **Today:** a short day ______ from London to Edinburgh and back takes less than a day.

Marks ___ / 6

4 Complete the text with the prepositions below.

■ along ■ around ■ for ■ through ■ to ■ with

'Turn left here and head ^{1}______ Ballyrigg. Drive ^{2}______ this road for 10 km. It winds ^{3}______ fields and plains and cuts ^{4}______ a valley. Keep going until the road connects ^{5}______ the B105. Go east here, and the road will eventually lead you ^{6}______ the castle.'

Marks ___ / 6

Grammar

5 Complete the text with the past simple, past continuous or past perfect form of the verbs in brackets.

In April 2012, Laura Dekker ^{1}______ (become) the youngest person to sail around the world. Journalists ^{2}______ (hurry) to interview her as soon as she ^{3}______ (complete) her voyage. The 16-year-old ^{4}______ (just / spend) 518 days at sea, so at the time of the interviews she ^{5}______ (feel) quite tired! Just before Laura finished her journey, she ^{6}______ (celebrate) her 16th birthday. While she ^{7}______ (travel), she also ^{8}______ (spend) time surfing and playing the flute. She ^{9}______ (explain) that the flute was easier to play than a guitar while strong winds ^{10}______ (blow)!

Marks ___ / 10

6 Complete the sentences. Use the past simple, past continuous or past perfect form of the verbs below.

■ already / leave ■ climb ■ download ■ lie ■ listen ■ lose ■ not go ■ take

1 They ______ maps from the internet yesterday.
2 This time yesterday I ______ on the beach.
3 It was a place that I ______ to before.
4 The coach ______ when I arrived.
5 We ______ part in a tour. Then we went shopping.
6 When the plane landed, they ______ to music.
7 I broke my leg while I ______ the mountain.
8 She was upset because she ______ her passport.

Marks ___ / 8

7 Complete sentence b so that it has a similar meaning to sentence a. Use *one* of the words in brackets.

1 a We had a daily swim in the sea. (would / use)
  b We ______ in the sea every day.
2 a My first meeting with Alice happened last summer. (met / meet)
  b I first ______ last summer.
3 a We went sailing every summer. (use / would)
  b We ______ every summer.
4 a The idea of ecotourism is new. (use / wouldn't)
  b The idea of ecotourisim ______ exist.
5 a 2020 was the year of my holiday to Peru. (used / went)
  b In 2020, ______ Peru on holiday.
6 a Travelling by coach was a regular habit of ours. (would / didn't)
  b ______ by coach.
7 a I've just started to enjoy family holidays. (would / to)
  b I ______ family holidays.
8 a Were you keen on camping when you were young? (use / used)
  b ______ like camping when you were young?

Marks ___ / 8

Total ___ / 50

Types of holiday

1 Match the types of holiday below to sentences 1–12.

■ adventure holiday ■ backpacking holiday
■ city break ■ coach tour ■ DIY holiday ■ honeymoon
■ house swap ■ package holiday ■ self-catering holiday
■ sightseeing holiday ■ staycation ■ working holiday

1 We travelled around Europe carrying our clothes and our sleeping bags with us.
2 We spent the weekend exploring Paris.
3 We spent a fortnight in Mexico after our wedding.
4 The journey from one place to the next took ages and we were sitting down all the time.
5 We got a fixed price for the flight, the hotel and all our meals.
6 There were lots of different extreme sports to try.
7 They took us to see all the monuments in Rome.
8 We spent a month cleaning a polluted river.
9 We organized our own holiday last year.
10 We lent our flat to an American family while we stayed at their place in New York.
11 We didn't go away, but we did some day trips.
12 We cooked all our own meals.

2 Complete the text with the words in exercise 1.

People choose a particular type of holiday for different reasons. A 1__________ is for those who prefer to have everything organized and paid for before they leave. Those who book a 2__________ want to be taken in a comfortable bus to visit a number of different places. Time is also an important factor. Busy executives often book a 3__________ to Amsterdam or Berlin for the weekend, while students have the summer to spend three months on a 4__________. Couples who have just got married can have two weeks to enjoy their 5__________. Then there are holidays that offer different activities. A 6__________ is for those who enjoy visiting landmarks, while those who prefer more action can book an 7__________. There are even people who go on a 8__________ because they want to make a difference to the world. But the most important question is often money. Some people save money by planning their own 9__________ on the internet. Others book a 10__________ to save on food while even bigger savings can be made on accommodation if you do a 11__________ and stay in somebody else's house while they live in yours. A 12__________ where you stay at home is another option for a nice, cheap holiday.

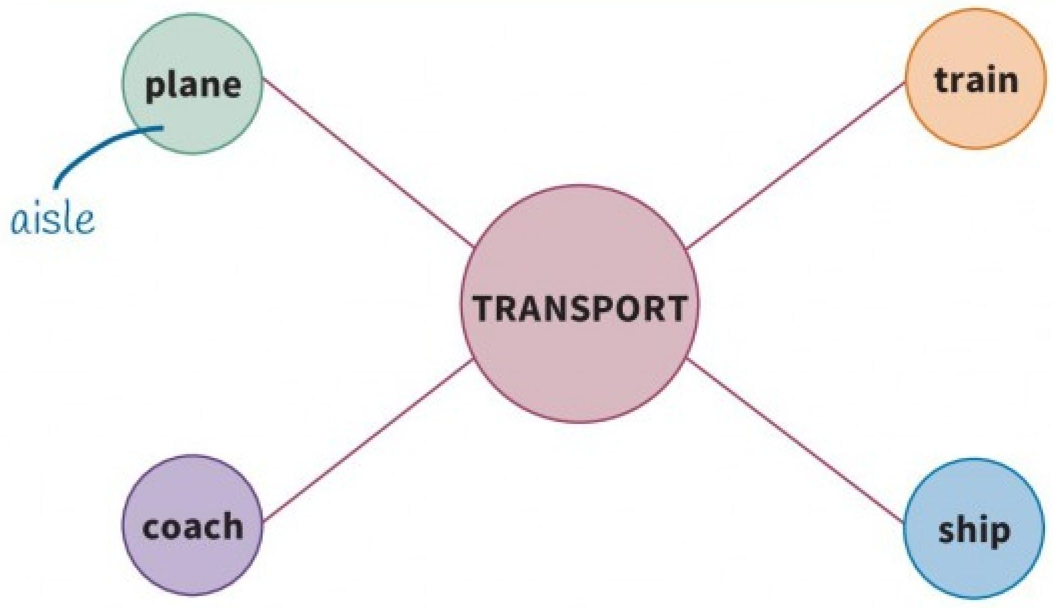
3 SPEAKING Work in pairs. Which types of holiday would you like to go on? Which ones wouldn't you like to go on? Why?

Travel and transport

1 Complete the mind map with the words below. Some can be used more than once.

Nouns:
■ aisle ■ buffet car ■ cabin ■ carriage ■ crossing
■ cruise ■ deck ■ flight ■ gate ■ hold
■ luggage rack ■ motorway ■ overhead locker ■ pier
■ platform ■ runway ■ seat belt ■ stand ■ tracks
■ voyage

Verbs:
■ get on ■ get off ■ go ashore ■ land ■ set sail
■ slow down ■ speed up ■ take off



2 Complete the texts with the correct form of words from exercise 1.

There was no one left on the 1__________ when the train left the station. There were a lot of passengers without seats, and some of them were standing in the 2__________ of our 3__________. We put our bags in the 4__________ and I went to the 5__________ to get some sandwiches. After I came back, the train began to 6__________. Eventually it stopped, and we had to wait for someone to clean the leaves off the 7__________.

I'd never been on a 8__________ before, so I was really excited when we got to the 9__________ and saw the ship. We went out on the 10__________ when we 11__________, so we saw the land slowly disappear from view. The 12__________ from Southampton to Dublin was very rough because of a storm. I was desperate to 13__________ when we reached Ireland and I had no idea how I was going to survive the rest of the 14__________!

The coach was already at the 15__________ when we arrived, so we put our luggage in the 16__________ and 17__________. I had only just put my 18__________ on when the driver started the engine and we set off. Some of the cars on the 19__________ were going very slowly, so the driver 20__________ to overtake them. We arrived very early, so there was nobody waiting for us when we 21__________.

We didn't have to wait long at the 22__________ for our 23__________ to be announced. I only had a small suitcase, so I took it in the 24__________ of the plane with me and put it in the 25__________. Then we sat on the 26__________ for nearly an hour before we 27__________. We 28__________ very late, so I went straight home to bed.

3 SPEAKING Work in pairs. Tell your partner about the last long journey you went on.

Cumulative review Units 1–2

Listening

1 🔊 **2.5 Listen and match speakers 1–4 to questions a–e. There is one question that you do not need.**

Which speaker:

a did not enjoy good facilities?
b had quite an expensive holiday?
c did not book ahead?
d had a relaxing time?
e regrets taking their holiday?

Speaking

2 Work in pairs. Look at the photos of different holiday accommodation. Speculate about where these places might be, why people might choose to stay in them and what a stay might be like.

3 Work in pairs and follow the instructions.

1 Each choose a different photo from exercise 2. Imagine you are planning a holiday with your partner. Try to persuade him / her to choose your accommodation.
2 Decide with your partner where to stay. Make sure both of you are happy with the decision!

Reading

4 Read the article and match sentences a–h to gaps 1–8 in the article.

a Firstly, there is the profile.
b They cost a fortune!
c Luckily, she also sounded very positive about practising her English with me.
d By the time I had packed my suitcase, I was exhausted.
e Well, yes and no: it isn't for everyone.
f She hadn't studied English since she was at primary school!
g What if I can't do it?
h I definitely wasn't as lazy as I am at home.

Home About Destinations Gallery Blog

Culture swap

by
Tara Masterton

It was the night before my first solo trip across the Atlantic and I was feeling nervous and excited. I had spent the whole day worrying about the flight, the airport and my travel visa, amongst other things. [1]____ Holidays are meant to be relaxing, aren't they?

I had discovered Culture2Host a few weeks before, when I'd been searching for cheap holidays online. Package holidays were out of the question. [2]____ I'm a student, so things are tight. But Culture2Host allows you to stay in someone's home in a beautiful tourist destination – for free!

So what's the catch? Well, while you're there, you also teach your host some English. [3]____ What will my host be like? The worries don't end there. I've never done a cultural exchange before – what if I don't get on well with my host? It's important to choose your host with care and have a video call or two with them to find out about them before you go.

Culture2Host is a bit like a dating service in two respects. [4]____ Every host has to write one to 'advertise' their home and the local area. Secondly, site users are often quite fussy! After all, few of us

➲ Literature Insight 1 ❯ Workbook ❯ page 104

want to travel thousands of miles and exchange a few hours of English every day with just ‘anyone’. For this reason, I rejected the host who described herself as a charming 30-year-old woman who wanted four hours of intensive English lessons a day! [5]____

However, Rejane in Brazil sounded easy-going and sensitive in her profile, and her São Paulo flat looked welcoming. [6]____ She even offered to teach me some Portuguese while she was showing me around her city. I think the culture exchange worked out well for the two of us. I spent the mornings chatting to Rejane in her flat and she took me out and showed me São Paulo in the afternoon. Thanks to Rejane, I visited an amazing vintage clothes shop in Rua Augusta. I also discovered Nick Cave, one of my favourite singers, used to live there. I definitely got off the beaten track and saw things you just can’t find in a guidebook.

As well as all the benefits of travel, Culture2Host is a great way to learn about yourself and another culture. [7]____ I did a lot of chores in Rejane’s flat while I was there and I learned to cook some delicious Brazilian food.

Would I recommend it? [8]____ Being open-minded is a must and, yes, you do have to be prepared to work quite hard and be quite creative when you’re doing activities in English with your host! But as a way to travel and experience a different culture for virtually nothing, you can’t beat it.

Grammar and vocabulary

5 **Read the text and choose the correct answers.**

PARIS

Polyglot Picnic

Paris is a dream destination for many foreign tourists. Some love shopping in the boutiques and admiring the fashions. Parisians are famous for their [1]____, modern style and effortless elegance. Other tourists immediately [2]____ for the museums and art galleries, especially the amazing Louvre. Some simply enjoy relaxing and soaking [3]____ the atmosphere.

You might [4]____ it’s easy to meet new people in a big, busy city like Paris but, like all big cities, it’s a lonely place at times! If you’d like to meet other travellers during your stay, why not attend our Polyglot Picnic? We [5]____ this free event every Sunday at 3 p.m. for visitors who [6]____ for language exchange, food and fun. You can [7]____ the noise and crowds in a beautiful city park near the university. It’s a great way to [8]____ to know people in the area and to make friends from around the world. Everyone is welcome, so there’s no need to be [9]____. We [10]____ a small group, but now hundreds of people join us every summer. We hope you’ll join us, too.

1	**a** chic	**b** vintage	**c** trim
2	**a** head	**b** journey	**c** travel
3	**a** with	**b** on	**c** up
4	**a** to think	**b** think	**c** thinking
5	**a** are holding	**b** held	**c** hold
6	**a** like to look	**b** look	**c** are looking
7	**a** listen	**b** escape	**c** join in
8	**a** take	**b** get	**c** become
9	**a** shy	**b** modest	**c** sensitive
10	**a** were being	**b** would be	**c** used to be

Writing

6 **Imagine you are joining Culture2Host and you have read your host’s profile. Write an introductory email to your host. Include this information:**

- information about you (your name, where you live, your personality and interests).
- your reasons for joining Culture2Host and what you want to gain from the experience.
- ask the host some questions about their home and why they want to learn English.

➲ Exam Insight 1 ❯ Workbook ❯ page 114

3 Health matters

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the quotes. Which do you agree / disagree with? Why? Write your own quote.

Happiness is a journey, not a destination.

Happiness is enjoying the little things in life.

Happiness is letting go of your worries.

Strategy Identifying main ideas in a paragraph

Paragraphs often have a topic sentence which summarizes what the paragraph is about, and detail sentences which give more information or examples. Identifying the main ideas will help you understand the key points in a text and its message.

- The topic sentence is usually the first, second or last sentence of the paragraph.
- It is usually more general than the other sentences in the paragraph.
- When you find the topic sentence, turn it into a question and check if the other sentences in the paragraph answer this question.

2 Read the strategy. Then read the article and find the topic sentence in paragraphs A–E. Match headings 1–6 to paragraphs A–E. There is one heading that you do not need.

1 Make fewer mistakes
2 Prepare for disaster
3 Grumpy but generous
4 Temper and talent
5 Express yourself
6 Don't worry, be happy

3 Read the article again and answer the questions.

1 What examples does the article give of people's obsession with happiness?
2 According to the writer, how can expecting things to go wrong help us?
3 In what ways might a sense of wellbeing be dangerous or bad for us?
4 How did anger make Beethoven more creative?
5 What was surprising about the study with competitive games?
6 How did the ancient Greeks deal with negative emotions?

4 REACT Discuss the questions.

1 Is happiness more important than wealth? How much does happiness depend on money?
2 Do you agree that worrying helps you prepare for an event? Or is it a waste of energy? Give examples.
3 In your opinion, are people who are happy less motivated? Why / why not?

Don't worry … be happy?

Happiness has been fashionable for a long time. Aristotle, a famous Greek philosopher, claimed that happiness was everyone's life goal, instead of wealth and prosperity. Nowadays, the pressure to be positive has never been greater: from inspirational quotes on social media to positive psychology lessons in schools, we all have a need to be happy. There is even a happiness app which will show you how to achieve it. We all know that it's great to feel on top of the world, but sometimes it's good to be down in the dumps. According to research, being sad or even angry can be good for you. Feeling grumpy? Then read on!

Glossary

* urban myths = stories about strange events that did not really happen, but that are often repeated and that many people believe are true

LEARNING OBJECTIVES

Identify the main ideas in a paragraph

Use idioms to talk about happiness and sadness

Use noun suffixes

3A

A If you're feeling down in the mouth, you're probably expecting the worst to happen. That's bad, but those negative feelings can prepare you for when something really does go wrong. Imagine you have an exam: what's your worst-case scenario? Forgetting your pencil case, missing a question, running out of time, tiredness? Worrying about these things will help you to think up some solutions beforehand!

B Strange but true: too much happiness can be bad for your survival. Just think about it: in prehistoric times, if you were happy and relaxed, you'd be less likely to notice that hungry sabre-toothed tiger. Happiness is associated with oxytocin, a hormone which reduces our ability to identify threats and makes us more likely to make a mistake. So being on cloud nine can prevent us from evaluating risks accurately or thinking critically. In one study, volunteers watched a film that made them feel either happy or sad. Then they were told some urban myths***** and asked if they were true. The happy people were less able to think critically and more likely to believe the fake stories.

C Did you know that the astronomer Isaac Newton was very bad tempered? And that the famous composer Beethoven threw objects when he got angry? Sometimes geniuses are easily annoyed, but this anger can make them more creative! When we get angry, our brain is flooded with adrenaline and that can boost motivation. In an experiment at Amsterdam University, students were divided into two teams, and half of them were made angry. The two teams then competed against each other in a game designed to test their creativity. Result: the angry team produced more original ideas! Maybe anger is a necessity for innovation?

D We usually associate happiness with fairness and kindness, but sometimes the opposite can be true. In another study, volunteers were made to feel sad, angry, fearful, happy, surprised or neutral. They then played a competitive game where they were given money and asked to divide the cash between themselves and another person. Happier people kept more of the money, while those in a sad mood showed more kindness and generosity. Feeling blue can increase our awareness of other people's needs.

E And if that wasn't enough, we now know that not expressing feelings like sadness and anger can be bad for your health. In ancient Greece, that's why tragedies were popular. People could experience very negative emotions in a controlled environment. They acknowledged these emotions and dealt with them at the theatre!

So the next time you're feeling blue, don't get too worried. If you are bad-tempered and pessimistic, you might live longer, be more creative and a lot less selfish. That should be enough to put a smile on your face!

V Insight Idioms: happiness and sadness

5 **An idiom is a group of words which form an expression. The meaning is different from the literal meanings of the individual words. Study the highlighted idioms in the article. Which ones are about happiness and which about sadness?**

V Insight Noun suffixes: *-ness*, *-ity*

6 **Write the noun forms of the words below in the correct part of the table. Then check your answers in the article.**

■ able ■ creative ■ fair ■ generous ■ happy ■ kind ■ necessary ■ prosperous ■ sad ■ tired

-ness	*-ity*

7 **Read the tips and choose the correct words.**

Tips for a happy life

1 Be [1] **kind / kindness** to others. The [2] **able / ability** to help someone will make both you and them feel good.

2 Offer your time to people in need. [3] **Generous / Generosity** will make you feel good about yourself!

3 Try to get up early. Getting up late will make you feel [4] **tired / tiredness**; you will feel more positive after an early start.

4 It's not [5] **necessary / necessity** to have more and more things. [6] **Prosperous / Prosperity** isn't the key to happiness. Be [7] **happy / happiness** with what you have and who you are.

8 **TASK** **Work in groups of three. Prepare a list of three more tips for a happy life. Then work with another group and select the top three tips. Present them to the rest of the class.**

➔ Vocabulary extra ❯ Feelings ❯ page 43

✓ Assess your progress Workbook page 27

3B Grammar and reading

Grammar Past simple and present perfect

1 **WHAT DO YOU THINK?** **Which of the things below can help you to study better? Put them in order for you (1 = most important). Then work in pairs and compare your ideas.**

▪ chatting to friends ▪ doing sport ▪ eating chocolate ▪ exercising before class
▪ listening to music ▪ singing ▪ sleeping longer

2 🔊 3.1 **Listen to a radio programme about how fitness helps us to perform better and answer the questions.**

1 What two experiments are mentioned in the programme?
2 What do some students in the USA do before they start their lessons?
3 What do some students have to do during their lessons?
4 What are some of the results of introducing physical exercise in school?

3 **REACT** **Work in small groups. What information in the radio programme did you find surprising? What impact do you think the changes mentioned could have on your school day? Do you think you would get better grades? Why / why not?**

4 **Read the comments. Which ones are positive and which ones are negative?**

① I've completed a 40-minute workout this morning and I'm about to go and do a test. I feel full of energy!

② Guess what! We've all passed our exams. Isn't that great?

③ I've just done 'Wake up and shake up' for the first time. I'm exhausted. I need to sleep for the rest of the day. 😴

④ We did the programme here for one term, but our students didn't like it.

⑤ I've done the programme for a year and I'm still attending all the classes. I really look forward to it.

⑥ We only began the programme a week ago and we're seeing and feeling the benefits!

⑦ I've never done this sort of thing before, but I'm really enjoying it.

Grammar Insight

5 **Match the highlighted verbs in comments 1–7 to rules a–g.**

We use the past simple:

a to talk about actions that happened at a known time in the past.
b to talk about completed past actions and states.

We use the present perfect:

c to talk about experiences in the past, usually with *ever* or *never*.
d for recent events or states that have a connection with the present, usually with *already*, *just* or *yet*.
e to talk about states that started in the past and have not changed, usually with *for* or *since*.
f to talk about actions that happened during a time which still continues, usually with *this morning*, *this week*, *this year*.
g to give news.

➔ **Further reference and practice ❯ Workbook ❯ page 88**

6 **Work in pairs. Study the pairs of sentences. Why are different tenses used in sentences a and b?**

1 **a** I finished my workout before school. **b** I haven't finished my daily workout yet.
2 **a** Have you seen Charlie this morning? **b** Did you see Charlie this morning?
3 **a** I was a gym instructor for three years. **b** I've been a gym instructor for three years.
4 **a** I've never played handball. **b** I didn't play handball last night.
5 **a** I didn't speak to Olivia at the party last Friday. **b** I haven't spoken to Olivia for ages.
6 **a** Have you ever used an exercise ball in class? **b** Did you use an exercise ball in class yesterday?

7 🔊 **3.2 Complete the dialogue with the present perfect or past simple form of the verbs in brackets. Then listen and check.**

Jack Hey, Sophie. Wait for me! I ^{1}__________ (not see) you for ages.
Sophie Jack, hi! You sound a bit out of breath. Are you OK?
Jack Yes, I'm fine. You look really well. How's it going?
Sophie Good, thanks. I ^{2}__________ (start) doing more exercise a few weeks ago.
Jack ^{3}__________ (you / join) that new gym?
Sophie No, I haven't. I ^{4}__________ (make) my own fitness routine. So, this morning I ^{5}__________ (do) some stretches before getting out of bed. After school yesterday, I ^{6}__________ (walk) 2 km because I ^{7}__________ (not get) the bus home. I ^{8}__________ (chat) to my sister on the phone all the way home instead.
Jack So you ^{9}__________ (exercise) your mouth muscles, too.
Sophie Ha, ha. Very funny! What ^{10}__________ (you / be) up to?
Jack Not much. I ^{11}__________ (watch) a couple of episodes of *Money Heist* last night.
Sophie You ^{12}__________ (miss) an opportunity there. ^{13}__________ (you / ever / try) doing exercise while you're watching TV?
Jack No.
Sophie I think you should start your own fitness routine. I ^{14}__________ (already / feel) the benefits of mine: I ^{15}__________ (sleep) really well and I ^{16}__________ (concentrate) better in class, so hopefully, it'll help with my revision.
Jack Yeah, maybe.

8 **TASK** **Make questions in the past simple or present perfect. Use the prompts and the verbs below. Then work in pairs and ask and answer the questions. Ask follow-up questions to find out more information.**

■ do ■ download ■ ever / run ■ ever / invent ■ learn ■ play ■ start ■ walk

1 how much exercise / you / last week?
2 you / any fitness apps this month?
3 you / your own recipe?
4 you / to and from school yesterday?
5 you / a 5K or a 10K race?
6 what / you / about exercise in this lesson?
7 you / revision for the exams / yet?
8 you / any sport last weekend?

✓ **Assess your progress** **Workbook page 27**

3c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs. Read the statements. Which ones do you agree / disagree with? Why?

Team sports

1 'Apart from the sport, you also learn life skills.'
2 'The individual team members are more important than the team.'
3 'You can make a lot of friends.'

Individual sports

4 'You have to rely on your own skills.'
5 'Players are more likely to behave badly.'
6 'Your rivals often become your friends.'

2 🔊 3.3 Listen to a radio interview with two young sportspeople. Which sports are they talking about? Are they team or individual sports? Which opinions from exercise 1 does each speaker agree with?

3 🔊 3.3 Listen again and answer the questions.

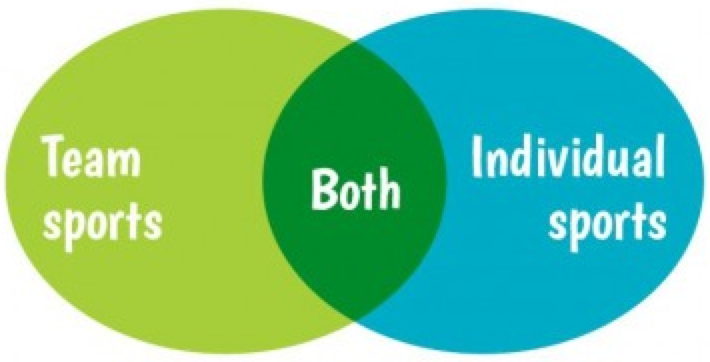
1 What is Max's ambition?
2 How does he feel when he wins?
3 What kind of stamina do golfers need?
4 Why do some golfers throw their clubs around or shout at people?
5 When did Shannon start playing hockey?
6 What is she aware of when she scores a goal?
7 What does she say she likes most about being part of a team?
8 What is the only disadvantage she mentions?

4 REACT Are you a team player or more of an individual player? Which do you think is better? Can you be both? Discuss in pairs.

V Insight Values

5 Study the words below and complete the diagram.

■ commitment ■ discipline ■ self-esteem
■ self-reliance ■ self-sacrifice ■ single-mindedness
■ sportsmanship ■ stamina ■ team spirit



6 Match the words in exercise 5 to sentences 1–9.

1 I give everything to the team, including my time and hard work.
2 Even when I feel exhausted, I don't stop – I keep exercising.
3 I only ever have one main aim and I'm determined to achieve it.
4 We all love working together and it's great to share the same aims.
5 I respect myself and I'm confident about my abilities.
6 I don't behave badly if I lose. It's important to respect your opponents.
7 My lifestyle is strict and I always eat healthy food and train regularly.
8 I depend on myself, never on other people.
9 The needs of the group are more important than my own.

7 TASK Work in pairs and discuss the questions.

1 Which of the values in exercise 5 do you think you have?
2 In what other situations, apart from sport, are those values important? Why?

Speaking Giving and reacting to news

8 Work in pairs and discuss the questions.

1 How often do you tell someone good or bad news?
2 How do you react when someone tells you good or bad news?

9 🔊 3.4 Listen to a dialogue. What good news does Clara have? What values from exercise 5 does she demonstrate?

10 Listen again and complete the phrases in the table.

Giving news	Reacting to bad news
You'll never ^{1}________ just happened! I've got (some) good / bad news.	I'm sorry to hear that. You must be upset. Try to look on the bright side. It's not the end of the world.
Reacting to good news	**Exclamations**
You're ^{2}________! That's ^{3}________ / fantastic news! You ^{4}________ it. I'm really ^{5}________ for you. Congratulations! Well done!	Amazing! Cheer up! Oh no! How awful! How terrible! How exciting! No way! That's a shame! That's so unfair! Poor you! Wow!

11 🔊 3.5 Read the dialogue and choose the correct words. Then listen and check.

Noah You look upset. What's wrong?
Alfie ^{1}**I've got some bad news.** / **Congratulations!** The coach has dropped me from the basketball team.
Noah Oh no! ^{2}**How exciting!** / **I'm sorry to hear that.** How come?
Alfie He just says that I'm not disciplined and committed enough.
Noah ^{3}**Well done!** / **That's so unfair!** And it isn't true. You love playing basketball.
Alfie Well, yes, but in a way, he's right. I haven't been to all the training sessions recently. I missed one last week when I went to the cinema with Abby, and the week before I was too tired, and the week before that I had a headache …
Noah But, still, I don't think it's fair just to drop you like that. ^{4}**You must be upset.** / **You deserve it.**
Alfie Yes, I am. I'm going to miss being part of the team.
Noah ^{5}**Try to look on the bright side.** / **I'm really happy for you.** You'll have more time for your friends!
Alfie Yes, I suppose so.
Noah ^{6}**How awful!** / **Cheer up!** Come on, it's not the end of the world. Let's go and play football.

GS Global skills Expressing your reactions

55% of our communication is non-verbal, so your facial expressions and body language can say more than words when you want to express your reactions. When you are reacting to bad news, don't fold your arms; try to keep them by your side. To show you are sincere and concerned, try to look the person in the eye without staring and nod your head slowly or raise your eyebrows slightly to show you understand their feelings.

12 How do you react to bad news non verbally in your own language? Is it the same as in English? In what ways is it different?

13 Work in pairs. Practise the dialogue in exercise 11. Remember to express your reaction appropriately.

14 TASK Work in pairs. Take turns to give and react to news. Use the ideas below or your own ideas. Use the dialogue in exercise 11 to help you.

1 Your parents have decided to move from the city to the countryside.
2 You have just completed your first 10K race.
3 You have been chosen to represent your school at a public speaking event.
4 Your school has decided to stop all after-school sport activities.

✓ **Assess your progress**
Workbook page 27

3D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Read the definition. Where do you think we might find a food desert? Which of the factors below might create one? Give reasons.

- crime
- culture
- eating habits
- education
- environment
- poverty
- prices
- transport

food desert /fuːd dezət/ *noun* an area where it is difficult to buy fresh, healthy food

2 Read the article and check your ideas in exercise 1.

3 Read the article again and answer the questions.

1 Why does Latoya take two buses to the supermarket?
2 What type of food is available in food deserts? Why is it popular?
3 What effect do food deserts have on people's health?
4 How are wealthy areas different from South Memphis?
5 Why won't supermarkets open shops in South Memphis?
6 According to the writer, what is the problem with food prices?
7 What did the experiment in East Los Angeles prove?
8 What projects is a Minneapolis school trying?

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 The writer describes Memphis as a 'divided city'. Can you explain why?
2 Can you think of another example of a divided city? What things might divide people there?
3 Would you say that towns or cities in your country are becoming more or less divided? Why?

V Insight Adverbs

5 Study the highlighted adverbs in the article and answer the questions.

Which adverbs are:

1 sentence adverbs (adverbs that introduce a whole sentence)?
2 adverbs of manner (adverbs that describe how we do something)?
3 adverbs of degree (adverbs that make an adjective or verb stronger or weaker)?

6 Choose one word that you cannot use to complete each sentence.

1 ____, in food deserts, children as young as two suffer from obesity.
a Really **b** Worryingly **c** Surprisingly
2 You can cook a healthy meal at home easily and ____.
a quickly **b** clearly **c** cheaply
3 The new community garden ____ became a big success.
a quickly **b** rapidly **c** incredibly
4 Junk food is ____ cheap compared to healthy food.
a really **b** easily **c** extremely
5 ____, 60% of food bought by Americans is processed.
a Extremely **b** Surprisingly **c** Worryingly
6 More than 30% of teens in the USA are overweight. ____, these teenagers' eating habits need to change.
a Clearly **b** Unsurprisingly **c** Cheaply

Food deserts

POPEYES
CHICKEN & BISCUITS
DRIVE THRU

Latoya Wilson is really tired. She's on her way to the supermarket and [1]she's been waiting at a bus stop for 20 minutes. Her teenage daughter, Alyssa, is helping with the shopping bags. [2]They have already taken one bus today, and it's usually a 40-minute journey. But the second bus is late, so it will take longer. Latoya lives in South Memphis and this is the only way she can get good, healthy food.

South Memphis is a 'food desert', or a place where the majority of residents don't have easy access to supermarkets which sell fresh fruit and vegetables. According to the World Health Organization, we need fresh food for a healthy diet, but what if there aren't any local stores that sell it? And what if the nearest supermarket is 7 km away and you don't have a car? Latoya doesn't have a car, so if she wants to eat fresh food, she has to travel for an hour and a half on public transport.

About 23.5 million Americans live in food deserts, and nearly half of them have low incomes. This means they are looking for ways to feed their families cheaply. In the food deserts where they live, accessible food is incredibly cheap – it's also unhealthy. 'You can walk to McDonald's from where I live,' says Latoya. 'There are lots of fast-food places.' In fact, poor areas have 2.5 times as many fast-food restaurants as wealthy areas: on a typical street, you might see a McDonald's, a Popeye's and a small shop that sells reasonably priced, processed food. Inside the shops, there are aisles of crisps and soda, shelves of brightly coloured cereal boxes and refrigerators full of frozen meals. It's all extremely bad for you, but

people regularly buy it. [3]This has resulted in serious health problems. Worryingly, many are at risk of heart disease.

Today, Memphis is a divided city. In the wealthiest part of the city, people can access fresh food easily and quickly. There are competing supermarkets within walking distance or just a short drive away. And they all sell high-quality fresh food. Meanwhile, South Memphis is underpopulated and poor. Many of the houses have been abandoned and there is a high level of crime, so most supermarkets won't build there. In low-income neighbourhoods, shops are also more likely to shut down. Studies show that wealthy districts can have three times as many supermarkets as low-income districts. Unsurprisingly, people can live 13 years longer in richer areas. So what's the solution?

Clearly, something needs to change. Access to healthy food is one problem; another is cost: the price of fruit and vegetables rapidly rose 75% between 1989 and 2005, but the price of junk food decreased by more than 26%. Education is also a problem. In 2016, researchers gave affordable fresh food to local shops in East Los Angeles. They wanted to see if people would buy it. They didn't. People wanted to eat what they were used to, which was processed food. Without education, processed food will often be chosen over healthier options.

However, change is coming. Local schools and food activists are setting up shared community gardens and farmer's markets. [4]In a food desert in North Minneapolis, a school has started a community garden and a small café. [5]17-year-old Alex has been in the garden all morning. [6]'We've been growing vegetables to use in the café,' he explains. [7]'We've also organized monthly nutrition classes to educate people about healthy food choices.' Local projects like this are starting to make a difference. Maybe food deserts will soon be a thing of the past?

Grammar Present perfect simple and present perfect continuous

7 **Identify the tenses in sentences 1–7 in the article.**

Grammar Insight

8 **Study the rules. Then match sentences 1–7 in the article to rules a–e.**

We use the present perfect continuous:

a to talk about a situation or action that began in the past and is still in progress. The emphasis is on the duration of the activity. We can use *for* and *since* to show *how long*.

b to talk about a recent activity that explains a present situation.

We use the present perfect simple:

c when we focus on the result of an action or how often it has happened.

d when an action is finished and complete.

e with state verbs, e.g. *be*, *like*, *believe*, *have*.

➔ Further reference and practice ❯ Workbook ❯ page 89

9 **Complete the text with the present perfect simple or present perfect continuous form of the verbs in brackets.**

Grape soda is Ben Watson's favourite drink and he [1]__________ (already / drink) two bottles today. The 17-year-old is on a protest march in Washington DC with his mum. He [2]__________ (hand out) 'Food Justice' leaflets to people all morning. The march started at 9 a.m. Since then, over 1,000 people [3]__________ (follow) a 4 km route, armed with banners and shopping bags! 'I [4]__________ (not walk) very far yet,' says Ben, 'but I [5]__________ (carry) heavy shopping – it's tough!' But it's something Ben is used to because he [6]__________ (live) in a food desert for years. Ben is from the Anacostia neighbourhood in Washington, where there are 75,000 people and only one supermarket. There [7]__________ (not be) any plans to open new shops for years. 'We [8]__________ (not be able to) buy fresh fruit from our local shop for a long time,' says Ben. 'I'd love to buy grapes there, but they only sell grape soda.'

10 **Make questions. Use the present perfect and the present perfect continuous. Then work in pairs and answer the questions.**

1 you / ever / grow / any fruit or vegetables?
2 how many times / you / be / shopping / this month?
3 how long / you / live / your town?
4 how many times / you / eat / fresh fruit / this week?
5 how long / you / study / English?

➔ Vocabulary extra ❯ Health problems ❯ page 43

✓ Assess your progress Workbook page 27

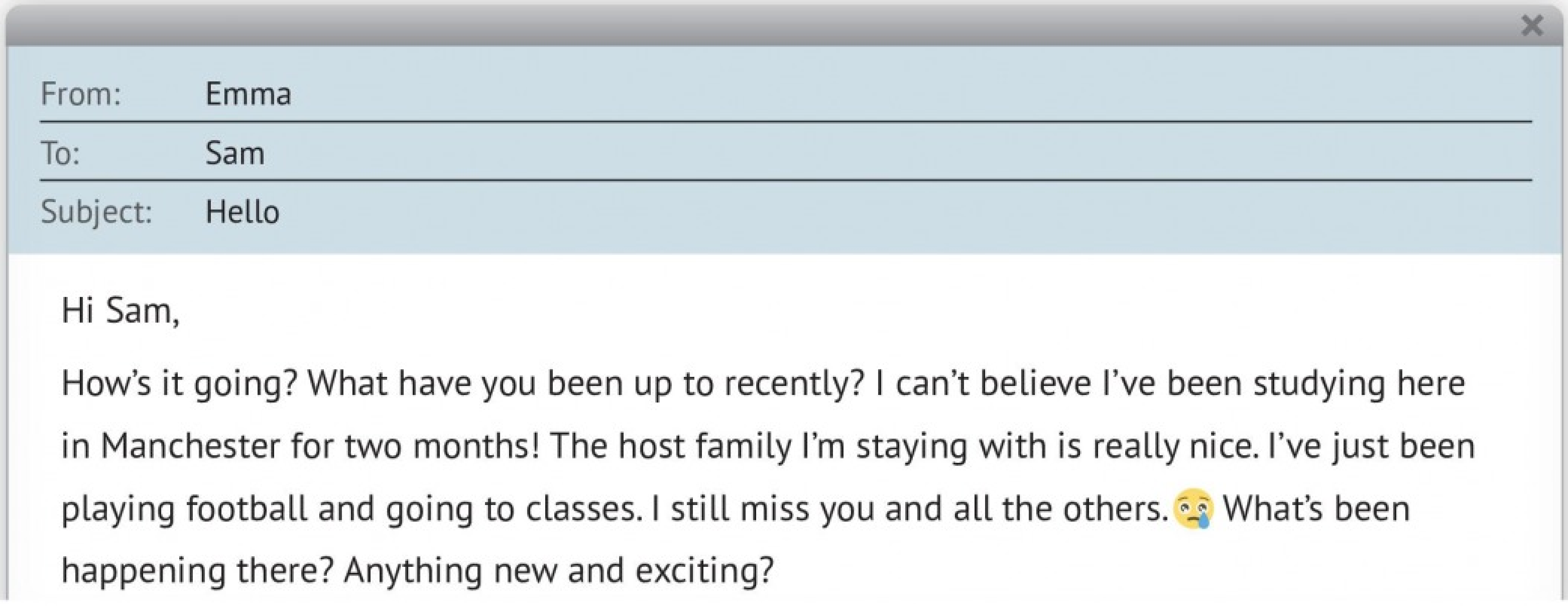
3E Writing An email to share news

Planning for writing

1 **Work in pairs. What sort of information would you share by email, instant messaging and in person? Why? Which way do you prefer to communicate?**

2 **Read the start of an email and answer the questions.**

1 What is Emma is doing in Manchester?
2 What does she want to know from Sam?



From: Emma
To: Sam
Subject: Hello

Hi Sam,

How's it going? What have you been up to recently? I can't believe I've been studying here in Manchester for two months! The host family I'm staying with is really nice. I've just been playing football and going to classes. I still miss you and all the others. 😢 What's been happening there? Anything new and exciting?

3 **Read the model email on page 41 and answer the questions.**

1 What does Sam want to know from Emma?
2 What has he been doing?
3 How has he been feeling?
4 What has he started doing recently?
5 What are his summer plans?

4 **Read the strategy. Study the underlined words and phrases in the email and match them to categories a–e in the strategy.**

Strategy Showing your attitude

You can show your attitude or opinion on something using adverbs and prepositional phrases.
With these words and phrases you can, for example, show that:

a you did not expect something to happen.
b it is not good that something happened.
c something is clear.
d you are saying what you really think.
e it is good that something happened.

5 **Replace the underlined words and phrases in the model email with the words and phrases below.**

■ clearly ■ fortunately ■ frankly ■ to my surprise ■ unfortunately

Writing Insight Expressing reason and purpose

6 **Look at sentences 1–4 in the model email. Which express reason and which express purpose? Complete the language boxes with the highlighted words and phrases.**

7 **Complete the sentences expressing reason or purpose. Then work in pairs and compare your answers.**

1 Since I'm a teenager, I have to …
2 I want to learn to … because …
3 My mum says I should … so that …
4 I have to … in order to …
5 It's important to … because …

8 **What is the purpose of each paragraph in the model email? Complete the organization boxes with the words below.**

■ experience ■ information ■ questions ■ recent ■ results

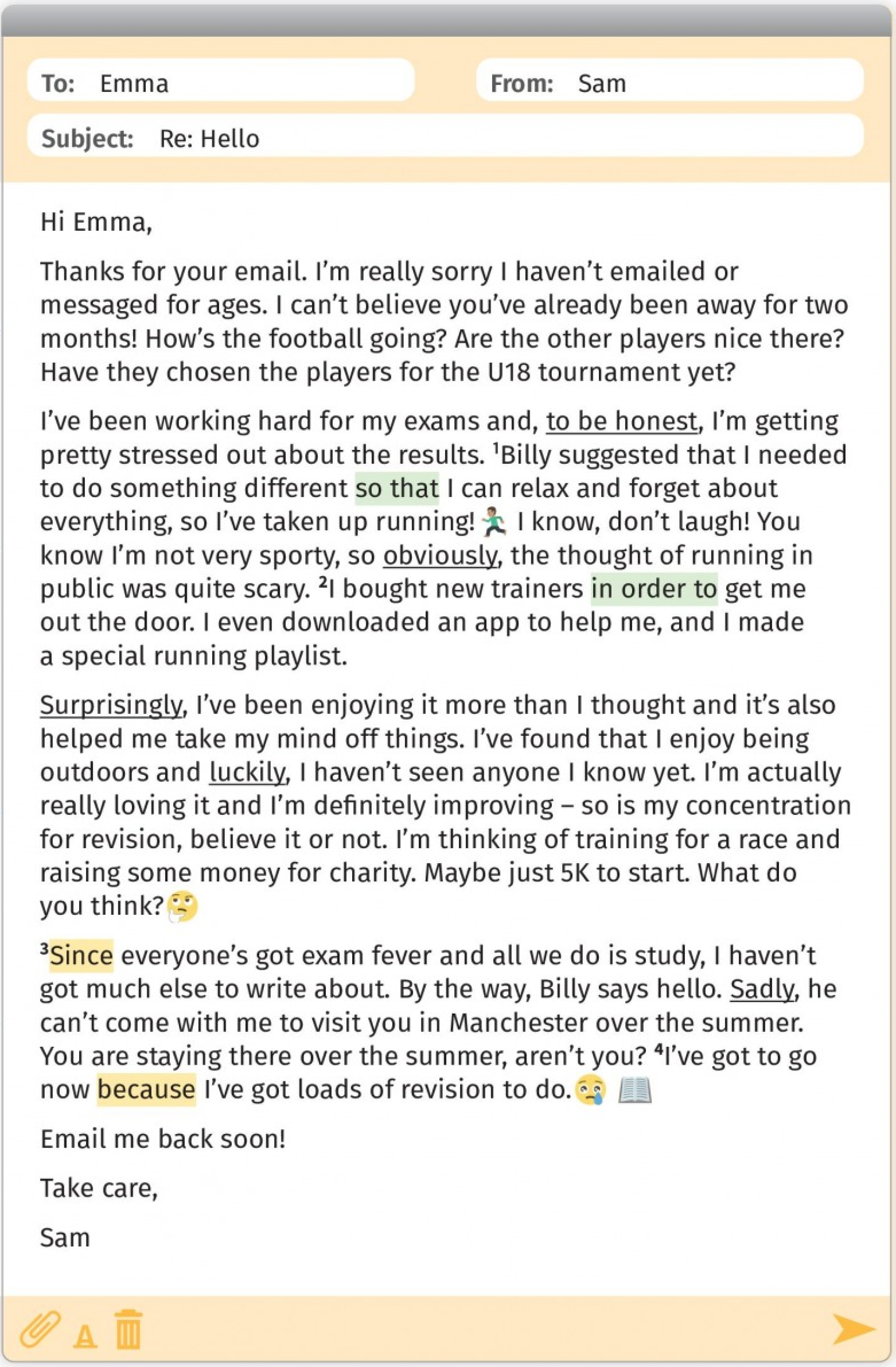
LEARNING OBJECTIVES | Write an informal email | Use adverbs and prepositional phrases to show your attitude | Use words and phrases to express reason and purpose

Paragraph 1: asks ^{1} __________ about the person he is writing to.

Paragraph 2: describes a recent past ^{2} __________ and how he felt.

Paragraph 3: describes a ^{3} __________ change and its ^{4} __________.

Paragraph 4: asks the other person a question and for more ^{5} __________ about something.



To: Emma

From: Sam

Subject: Re: Hello

Hi Emma,

Thanks for your email. I'm really sorry I haven't emailed or messaged for ages. I can't believe you've already been away for two months! How's the football going? Are the other players nice there? Have they chosen the players for the U18 tournament yet?

I've been working hard for my exams and, to be honest, I'm getting pretty stressed out about the results. ^{1}Billy suggested that I needed to do something different so that I can relax and forget about everything, so I've taken up running! 🏃 I know, don't laugh! You know I'm not very sporty, so obviously, the thought of running in public was quite scary. ^{2}I bought new trainers in order to get me out the door. I even downloaded an app to help me, and I made a special running playlist.

Surprisingly, I've been enjoying it more than I thought and it's also helped me take my mind off things. I've found that I enjoy being outdoors and luckily, I haven't seen anyone I know yet. I'm actually really loving it and I'm definitely improving – so is my concentration for revision, believe it or not. I'm thinking of training for a race and raising some money for charity. Maybe just 5K to start. What do you think?🤔

^{3}Since everyone's got exam fever and all we do is study, I haven't got much else to write about. By the way, Billy says hello. Sadly, he can't come with me to visit you in Manchester over the summer. You are staying there over the summer, aren't you? ^{4}I've got to go now because I've got loads of revision to do.😢 📖

Email me back soon!

Take care,

Sam

Expressing reason
Use *as*, *now (that)*, __________, __________

Expressing purpose
Use *so as (to)*, __________, __________

Writing your email

Write an email to a friend or relative telling them your news.

PLAN **Read the task and check you understand it.**

Decide who you are going to write to and make notes about:

- questions you could ask the person.
- past experiences you could describe.
- recent events you have taken part in.
- information you could request from the person.

Create a plan for your email. Plan to write four paragraphs and decide which ideas you are going to use in each one.

Think about language. Which adverbs and prepositional phrases will you use to show your attitude? Which words and phrases will you use to express reason and purpose?

WRITE **Write a first draft of your email. Use the model email and your plan to help you.**

REVIEW **Check your email. Use the checklist to help you.**

Have you:

- used a friendly and informal tone?
- used an appropriate beginning and ending?
- expressed the reason and purpose of the actions you describe?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 27**

Review 3

Vocabulary

1 **Complete the idioms in the text with one word in each gap.**

Are you feeling ^{1}________ in the mouth? Clothes you wear can stop you feeling down ^{2}________ the dumps. Studies suggest that if you wear colourful clothes, you'll soon feel on ^{3}________ of the world again. Blue is effective for many, and yellow helps others to feel ^{4}________ the moon. You can be on cloud ^{5}________ when you wear red, and green is a good choice if you're sad and feeling ^{6}________ .

Marks ___ **/ 6**

2 **Complete the sentences with the correct form of the words in brackets.**

1 The best gift you can give is ________ (kind).
2 Love is a ________ (necessary) for small children.
3 ________ (lazy) today means hard work tomorrow.
4 Don't wait for ________ (happy) – go and find it.
5 We should measure ________ (prosper) in friendships, not in money.
6 Success is the ________ (able) to learn from failure.

Marks ___ **/ 6**

3 **Complete the text with the words below.**

■ commitment ■ discipline ■ self-esteem
■ self-reliance ■ stamina ■ team spirit

Gym trainer Eva Hardy says, 'If you really want to get fit, you need ^{1}________ – a determination to succeed. That means ^{2}________, for example, waking up early in the morning so you can exercise. You'll soon build up ^{3}________, so you can exercise for a long time without getting tired. Exercising alone demands ^{4}________ – you've only got yourself to depend on. If the gym isn't for you, take up a sport, like basketball. It's fun and you'll enjoy the ^{5}________ of playing with others. Being part of a winning team boosts your ^{6}________, so you'll feel great about yourself!'

Marks ___ **/ 6**

4 **Choose the correct words.**

Surfing is an ^{1}**extremely / rapidly** popular sport, enjoyed by millions of people. It started in ancient Hawaii, and ^{2}**quickly / worryingly** spread worldwide. For ancient Hawaiians it had religious significance, so ^{3}**rapidly / clearly**, it wasn't just a sport. Surfing was ^{4}**incredibly / worryingly** important, too, as the chief ruler was usually a ^{5}**comfortably / really** good surfer. ^{6}**Clearly / Surprisingly**, Hawaiians who surfed badly were not as well respected as good surfers!

Marks ___ **/ 6**

Grammar

5 **Complete the sentences with the past simple or present perfect simple form of the verbs in brackets.**

1 I ________ (try) two new sports so far this year.
2 I tried badminton first, and last week I ________ (wear) skates for the first time.
3 I ________ (want) to try skating since last year.
4 I ________ (watch) a really cool skating video on YouTube back then.
5 I ________ (find) a skating class for beginners last month.
6 The teacher ________ (win) lots of awards for skating since she began.
7 However, my first lesson ________ (be) a disaster!
8 In my first lesson, I ________ (fall) over a lot.
9 I ________ (not become) an expert yet.
10 But I ________ (get) better since my first try!

Marks ___ **/ 10**

6 **Write sentences and questions. Use the past simple or present perfect simple.**

1 I / never / swim / in the sea
____
2 you / drive / or / walk / to school / today ?
____
3 she / not win / any games / yet
____
4 they / beat / our team / in the last match
____
5 I / not do / any sport / last year
____
6 you / ever / ride / a mountain bike ?
____

Marks ___ **/ 6**

7 **Complete the text with the present perfect simple or continuous form of the verbs below.**

■ be ■ believe ■ dream ■ encourage ■ forget ■ join
■ play ■ practise ■ run ■ watch

I ^{1}________ football all day and I've got another hour to go. I'm exhausted! The whole team ^{2}________ around the pitch for hours. I ^{3}________ (just) the Manchester United Youth team – that's why I ^{4}________ so intensively. I ^{5}________ (always) of being a famous footballer one day.

Dad ^{6}________ my biggest fan ever since I first kicked a ball. He ^{7}________ me to train for the last 15 years, and he doesn't show any signs of stopping! He ^{8}________ me train all day today – he's still looking at me right now. He ^{9}________ (always) in me, even when I doubted myself. He remembers all my best goals – even the ones I ^{10}________ (already)!

Marks ___ **/ 10**

Total ___ **/ 50**

Feelings

1 Complete the table with the feelings below. Which word is the strongest in each category?

■ anger ■ fear ■ happiness ■ sadness ■ shock
■ surprise

1 ________	2 ________	3 ________
annoyed	delighted	devastated
cross	pleased	upset
furious	excited	unhappy
4 ________	**5** ________	**6** ________
frightened	appalled	amazed
petrified	disgusted	astonished
scared	shocked	surprised

2 Write the adjectives in exercise 1 in the correct category.

1 a bit / very ______________________________
____
2 absolutely ______________________________
____

3 Complete the sentences with adjectives from exercise 1. Sometimes more than one answer is possible.

1 She was absolutely ________________ when she failed her exams. She really wanted to go to university.
2 They were a bit ________________ by the joke because they felt it was inappropriate.
3 He was absolutely ________________ when he found out that he had won. He couldn't believe it!
4 My sister's absolutely ________________ of spiders. She can't be in the same room as one.
5 I was a bit ________________ that you didn't call, but I understood when you told me why.
6 I'm absolutely ________________ with my new tablet. It's exactly what I wanted!

4 SPEAKING Work in pairs. Ask and answer questions about the feelings in exercise 1.

What makes you feel annoyed?

I feel annoyed when my friends are late.

Health problems

1 Complete the table with the symptoms below.

■ backache ■ a headache ■ numb ■ painful ■ a rash
■ a runny nose ■ sick ■ a stomach ache ■ swollen
■ unwell ■ weak

I'm feeling …	dizzy, shivery, ________, ________, ________
I've got …	a cough, chest pains, ________, ________, ________, ________, ________
My (x) is …	bruised, itchy, sore, ________, ________, ________

2 Complete the dialogues with words from exercise 1.

Doctor Hello, what's the matter?
Patient I've got a terrible ^{1}________. I think it could be something I ate.
Doctor How long has it been hurting?
Patient Since yesterday. I had some seafood for lunch and it started right after that. I also have a ^{2}________ on my neck and shoulders. It's really ^{3}________. I can't stop scratching.
Doctor OK, let's take a closer look … This could be a food allergy. I'm going to prescribe an antihistamine.

Doctor Good morning. What's the problem?
Patient I was playing basketball this morning and I fell and did something to my ankle.
Doctor Oh, yes, I can see. It's very ^{4}________.
Patient Yes, it's twice the size of my other ankle.
Doctor Does it hurt when you walk?
Patient Yes, it's very ^{5}________ and I can't feel my toes – they're completely ^{6}________.
Doctor This looks serious. We'll have to take an X-ray.

3 Work in pairs. Student A is a doctor and Student B is a patient. Use the phrases in exercise 1 and the dialogues in exercise 2 to act out your own dialogue at the doctor's. Then change roles.

GS Global skills

Presentation skills: creating effective slides

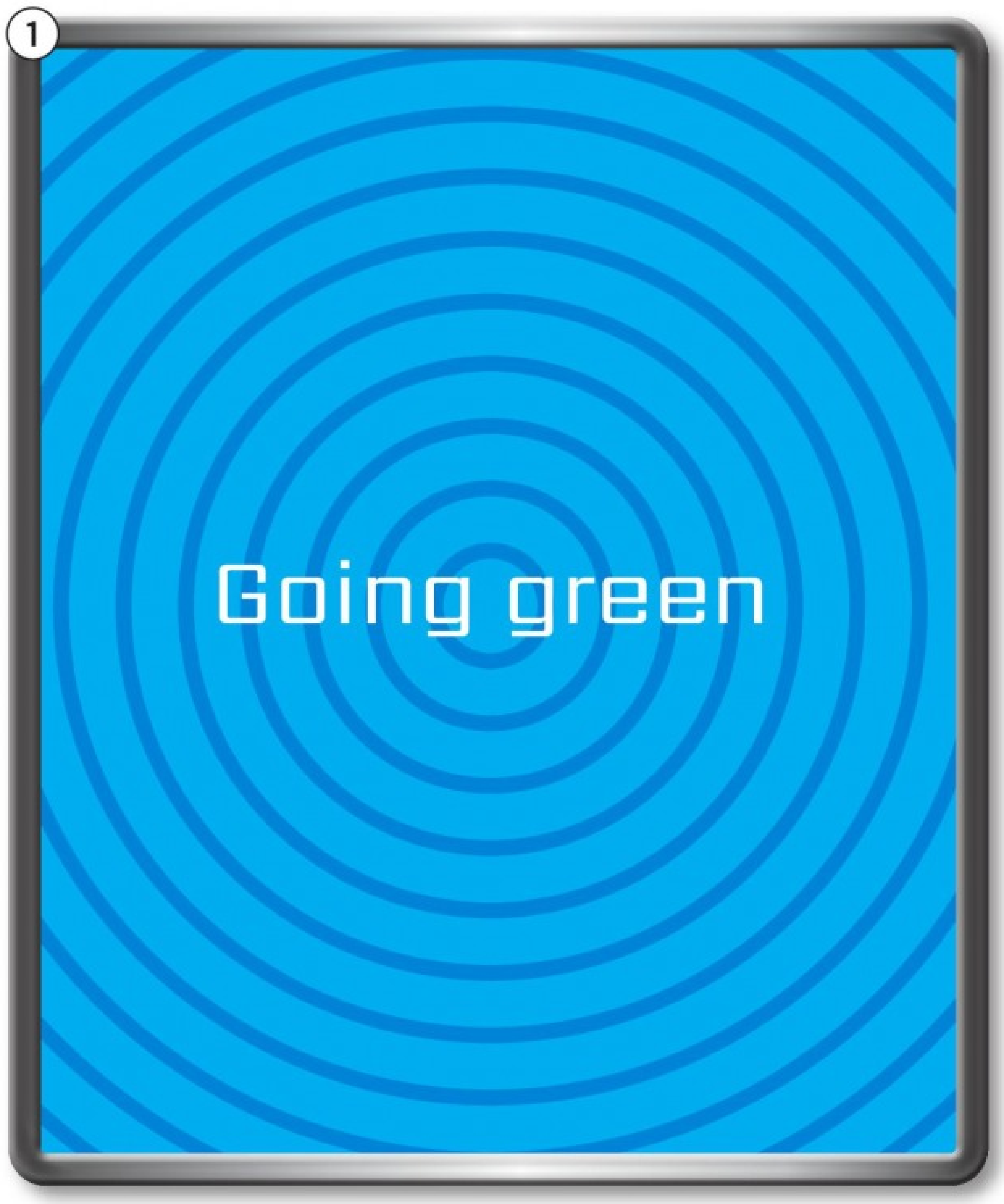
1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Do you prefer to watch a presentation with or without slides? Why?
2 What do you need to think about when you're creating slides for a presentation? Use the words below to help you.

■ audience ■ background ■ bullet point ■ colour ■ font ■ pictures and graphics

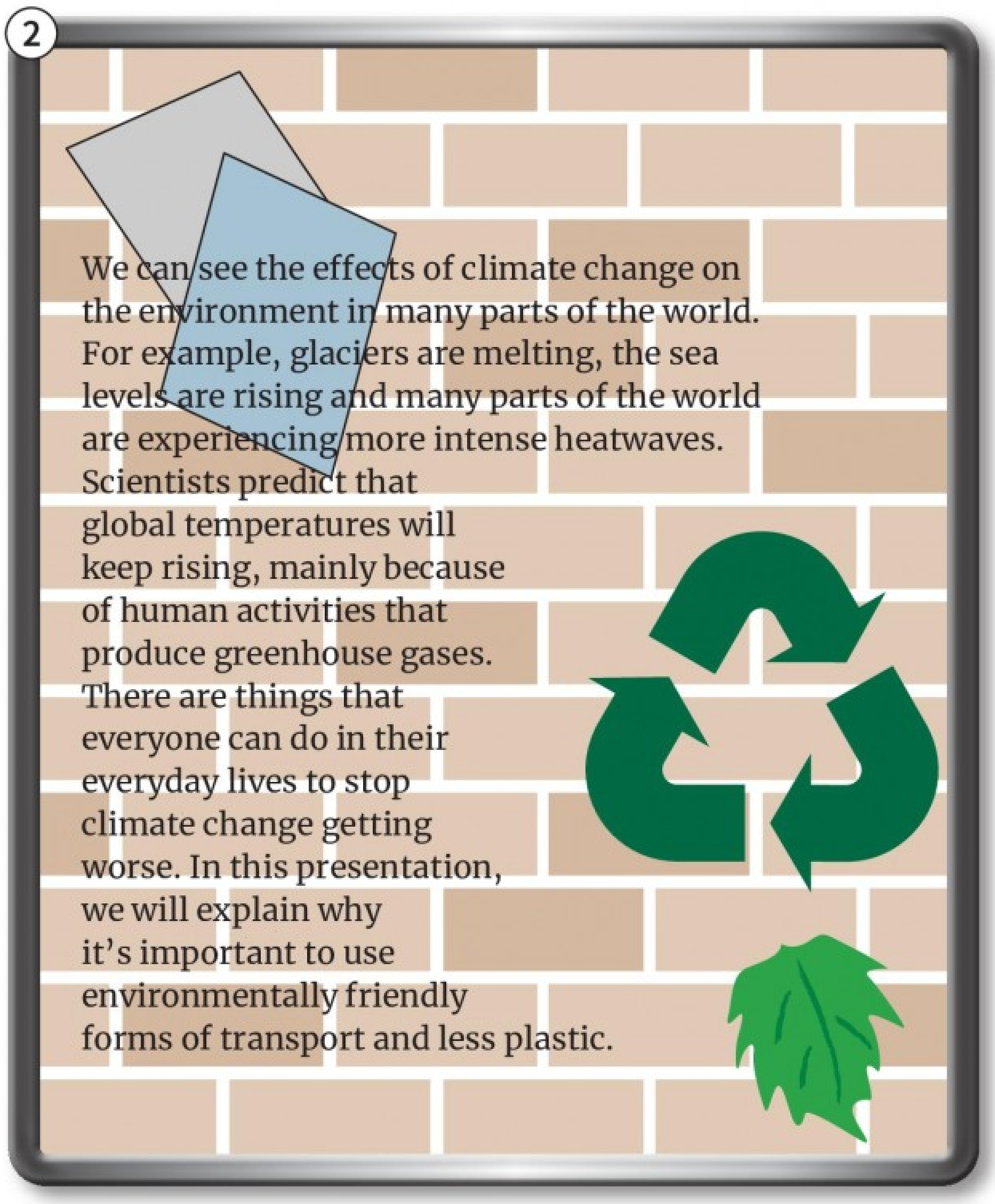
2 A group of students have prepared a presentation. Look at the slides below and discuss their strengths and weaknesses in pairs. Think about (a) each slide and (b) the whole presentation.

1



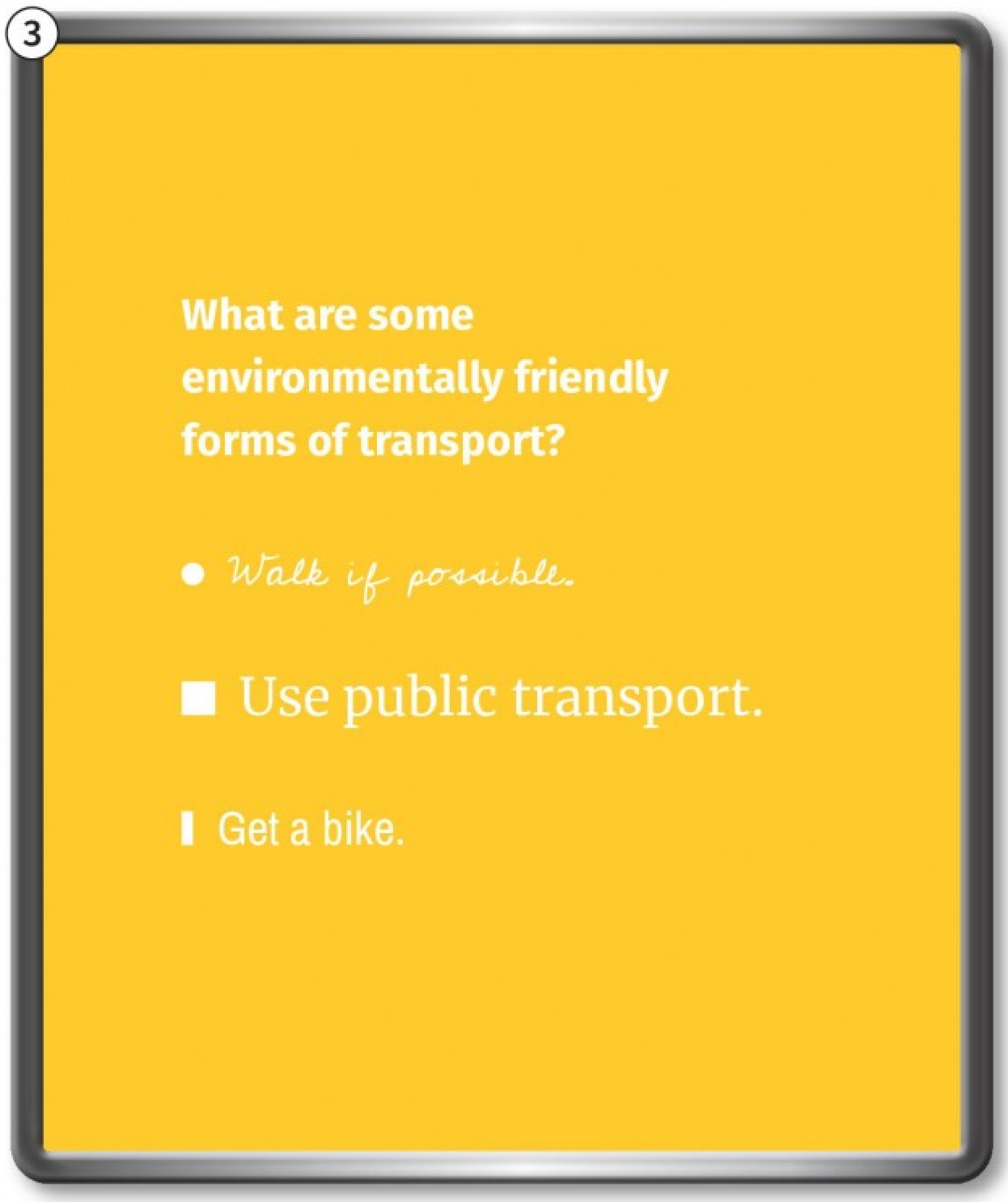
Going green

2



We can see the effects of climate change on the environment in many parts of the world. For example, glaciers are melting, the sea levels are rising and many parts of the world are experiencing more intense heatwaves. Scientists predict that global temperatures will keep rising, mainly because of human activities that produce greenhouse gases. There are things that everyone can do in their everyday lives to stop climate change getting worse. In this presentation, we will explain why it's important to use environmentally friendly forms of transport and less plastic.

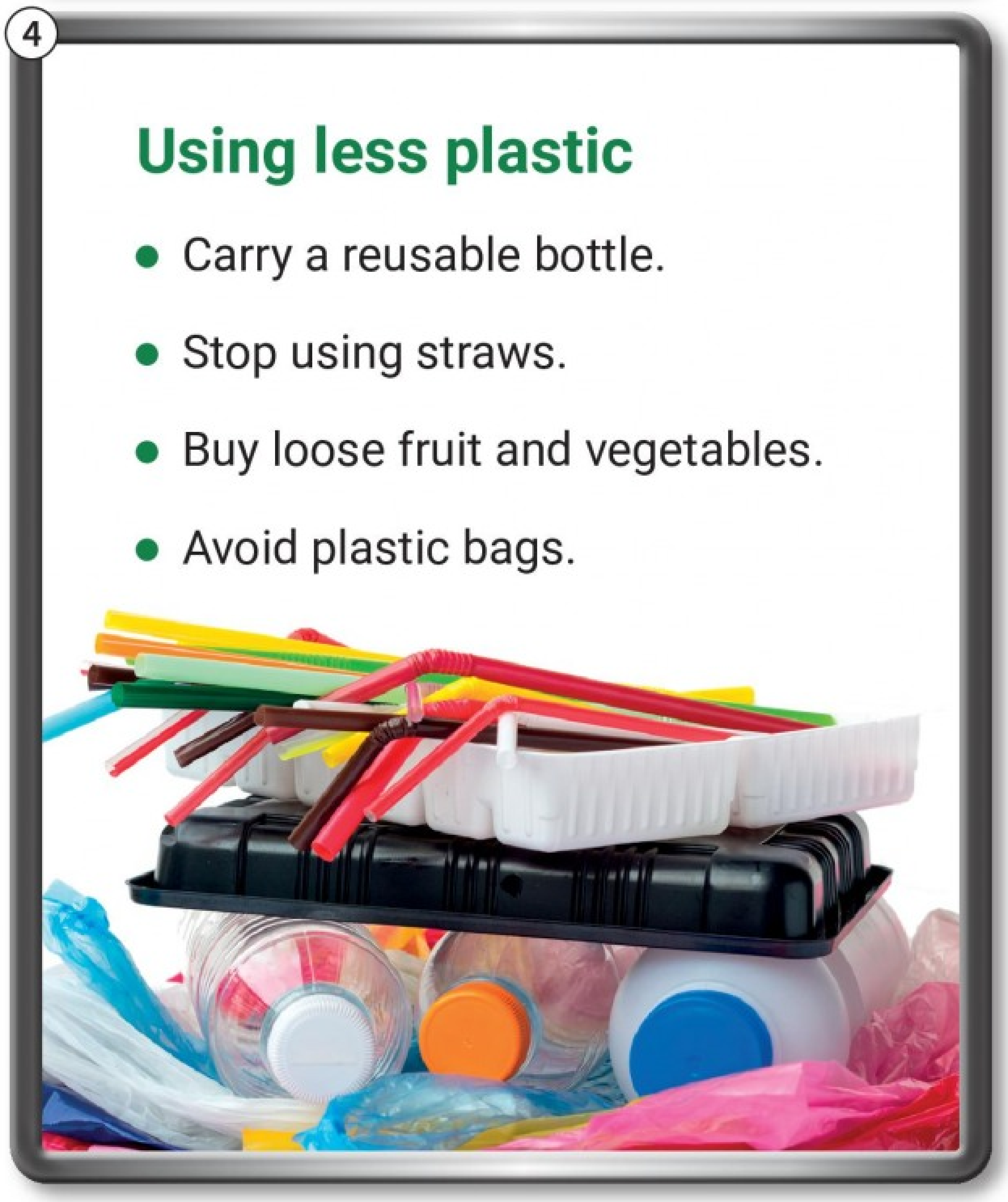
3



What are some environmentally friendly forms of transport?

- *Walk if possible.*
- Use public transport.
- Get a bike.

4



Using less plastic

- Carry a reusable bottle.
- Stop using straws.
- Buy loose fruit and vegetables.
- Avoid plastic bags.

3 🔊 3.6 **Listen to a talk about effective presentation slides. Which of your ideas from exercise 2 does the speaker mention?**

4 🔊 3.6 **Complete the notes with the correct form of the words below. Then listen again and check.**

■ appropriate ■ bullet points ■ consistent ■ contrasting ■ legible ■ meanings ■ purpose ■ uncluttered

Visual aids

Text

- *Choose a font that's clear and* [1]______.
- *Use* [2]______ *(3 to 5 per slide).*

Colour

- *Use* [3]______ *colours for the text and background.*
- *Consider the different* [4]______ *and emotional effects of different colours.*

Pictures and graphics

- *Make sure pictures and graphics have a clear* [5]______.
- *Don't include too many pictures and graphics – keep your slides simple and* [6]______.

Overall style and appearance

- *Make sure the style of your slides is* [7]______ *for the topic, type of presentation and audience.*
- *Keep your presentation* [8]______ *– for example, use the same colours and font on each slide.*

5 **Look at the adjectives below. What are their opposites?**

■ appropriate ■ clear ■ consistent ■ legible ■ messy ■ uncluttered

6 **Work in pairs and discuss the questions.**

1 Do you agree with the speaker's ideas? Can you think of any other important tips for creating slides?
2 Imagine you're giving feedback to the group who created the presentation slides in exercise 2. What changes can you suggest?

7 **PROJECT** **Work in groups. Follow the instructions to prepare a five-minute presentation for the rest of the class. Include slides in your presentation.**

1 Choose a topic. You can use one of the ideas below or your own idea.

■ a charity we support ■ being a responsible tourist ■ happiness ■ how to improve your fitness ■ making a good impression ■ secrets of advertising

2 Prepare your group presentation. Think carefully about your slides.
3 Give your presentation to the class. After you watch other groups' presentations, give feedback on their slides. Use the table to help you.

Evaluating slides

	Good	OK	Not good	Comments
	☺	😐	☹	
How **appropriate** are they?				
How **clear and legible** are they?				
How **consistent** are they?				
How effectively do they use **text**?				
How effectively do they use **graphics**?				

✓ **Assess your progress** **Workbook page 125**

Video Creating effective presentation slides

Watch **Emma**, **Harry**, **Adil** and **Madina** talking about making the most out of their presentations.

4 Stand up, speak out

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article and discuss the questions. Then read the article and compare your ideas.

1 How would you describe the island in the photos? What do you think everyday life is like there? Think about the climate, food, work and free-time activities.
2 What do you think would be the advantages and disadvantages of life on an island like this?

2 Read the article again and choose the correct answers.

1 Why was the song about rising sea levels popular in Kiribati?
  a It talked about the I-Kiribati culture.
  b It dealt with issues people worried about.
  c The radio station only played one song.
  d People liked the lyrics of the song.
2 What is South Tarawara's main problem?
  a There isn't a hospital on the island.
  b There aren't enough seawalls.
  c It doesn't have enough money.
  d It creates too much pollution.
3 Which of these things is not a problem on South Tarawa?
  a poor food supply
  b too few people
  c not enough fresh water
  d risk of diseases
4 What might happen when people leave Kiribati?
  a They will forget their culture.
  b They won't be able to farm.
  c They won't find enough food.
  d They'll be able to communicate easily.
5 Why do the I-Kiribati think industrialized nations should help them?
  a Because the I-Kiribati need drinkable water.
  b Because the I-Kiribati refuse to leave.
  c Because Kiribati has a big carbon footprint.
  d Because industrialized nations caused the problem.

3 REACT Work in pairs and discuss the questions.

1 The I-Kiribati culture and way of life might disappear. Do you think it is important to preserve different cultures? Why / why not?
2 Do you agree that industrialized nations have to save Kiribati? Why / why not?

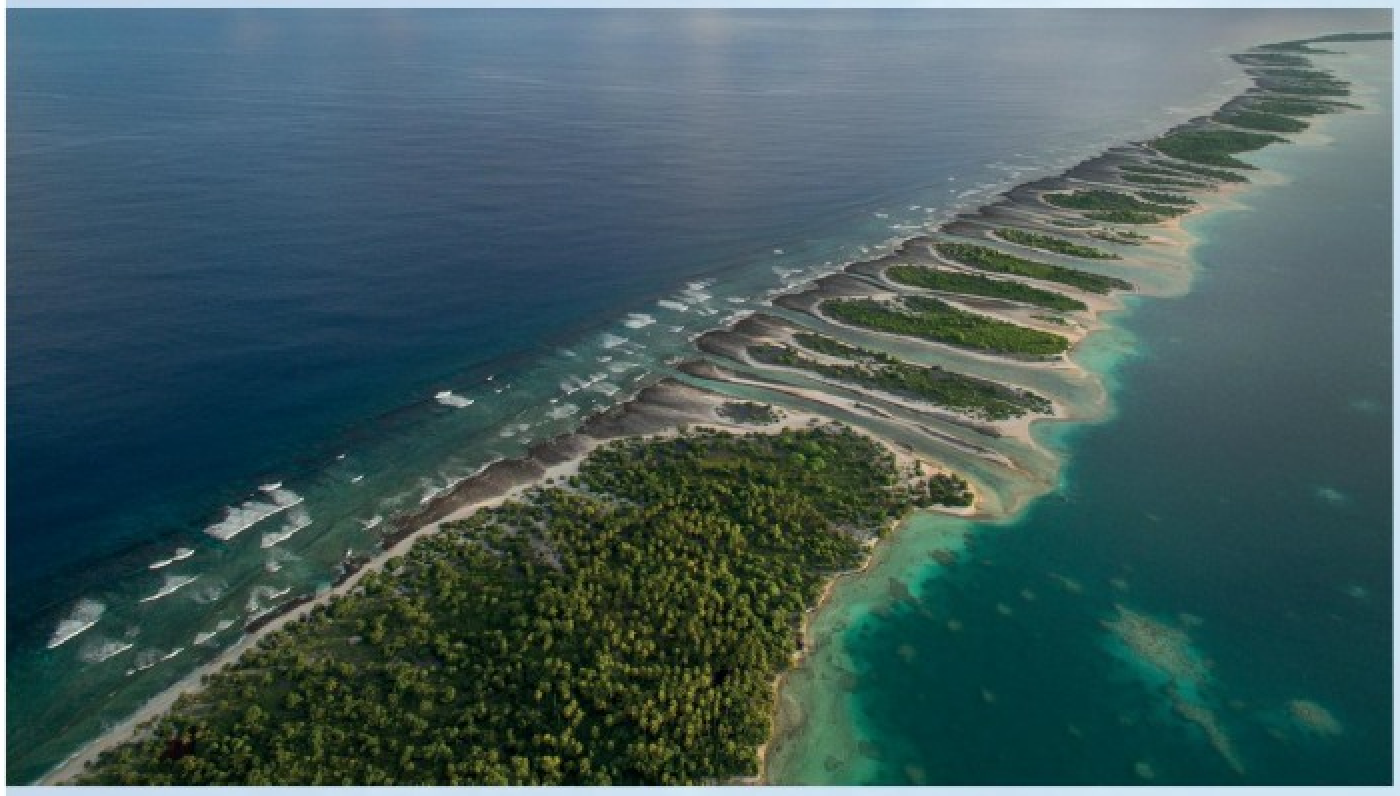
V Insight The environment

4 Study the highlighted verbs in the article and match them to definitions 1–9.

1 stay alive despite difficult conditions
2 destroy something with water
3 move to another place
4 stop existing
5 move people from a place of danger to a safer place
6 destroy something
7 protect something for the future
8 poison and make something bad
9 affect a larger area or a bigger group of people

The angry sea will kill us all

Kiribati is a collection of small islands in the middle of the Pacific Ocean. It has 33 atolls*, 120,000 people (the I-Kiribati) and one national radio station. A few years ago, the most popular song on the radio was all about the rising sea levels threatening the islands. The lyrics showed what people were anxious about: 'The angry sea will kill us all,' they sang. Climate change is very real for the I-Kiribati and every year, the 'angry sea' claims more of their homeland.



[1]South Tarawa is a thin semi-circle of land around a coral reef. [2]It's Kiribati's most populated island – 50,000 people live on this overcrowded strip of land. [3]Worryingly, it's also underdeveloped and poor, so it doesn't have the money to protect itself. Several years ago, an unusually high tidal wave crashed over the seawalls and swept through the island's only hospital, leaving sand and rubbish all over the floors. [4]The seawalls and the hospital were rebuilt, but the threat is still there.

Most of Kiribati's islands face the same threat. Many are just a few hundred metres wide, and only 1.8 metres above sea level. As a result, high tides and waves caused by storms in the Pacific Ocean can devastate whole islands, washing away trees, homes and roads, and contaminating drinking water.

Teata Beia is an islander whose village was evacuated and moved to a different location because of the sea. 'Before there were banana and coconut trees. We got food from these trees, but now they are dying; there isn't any fresh water. The sea is taking our island away.' She's right – the salt water will eventually overflow into the fresh water supplies and destroy the crops, and the warming oceans will eventually kill the coral reefs. Fish will die out and the food supply will disappear. Higher temperatures and rainfall changes will also help spread diseases carried by mosquitos.

What can the I-Kiribati do? Will they relocate to other places? A few years ago, the government bought 6,000 acres of land on Fiji to try and preserve food security for its people and a place to live. [5]But Fiji is 2,000 km away, and people don't want to leave their homes and co-exist with another culture – they'll have to farm new land and learn another language. Some fear the I-Kiribati's culture and way of life will disappear. They could lose their festivals and beliefs, their sense of community and ultimately, their identity.

[6]However, with enough international aid, the islands could be saved. Building strong coastal walls and reclaiming land could protect the islands from the sea, and desalination equipment* could make sea water drinkable. But this all comes at a price, one that the I-Kiribati cannot afford to pay. Some islanders are demanding 'climate justice'. They say that industrialized nations, like the USA, should help them, as they are responsible for climate change. One American creates 45 times more greenhouse gas emissions than one islander, and Kiribati has the third lowest carbon emissions in the world.

Scientists believe that most of Kiribati will be under water within 25 years. If they want to survive, the I-Kiribati will have to move. Some islanders are positive. Others simply refuse to leave. 'This is where we belong,' says Teata. 'Our lives are on these islands. We'll never leave them.'

Glossary
* atolls = ring-shaped islands made of coral rock
* desalination equipment = machines that remove salt from sea water

5 **Complete the article with the correct form of the verbs in exercise 4.**

ISLANDS IN THE *Midwest*

Islands in the Pacific aren't the only places to suffer from floods. Nebraska, a landlocked state in the American Midwest, shouldn't have any islands. But recent flooding [1]__________ towns and created islands where there is usually dry land. People were unable to protect their homes or [2]__________ their belongings as the flood [3]__________ their houses. The storms and flooding were unexpected, so emergency services didn't manage to [4]__________ everyone in time. Sadly, some people didn't [5]__________.

The floods also [6]__________ water supplies, so the government [7]__________ many people to nearby towns to stop sickness from [8]__________. It took time for the storm to [9]__________ and for the water level in the Missouri River to return to normal. Flooding is getting worse each year in the Midwest. Is this the new normal?

V Insight Prefixes: *semi-, under-, over-, re-, co-, inter-*

6 **Study sentences 1–6 in the article. Then match the underlined prefixes to definitions a–f.**

a again or back
b together
c between
d not enough, below
e half, partly
f too much

7 **Complete the sentences with words formed from the words in brackets and the prefixes in exercise 6.**

1 Once the Kiribati islands are under the sea, they will never __________ (appear).
2 Industrialized nations should help Kiribati and __________ (operate) with islanders to find a solution.
3 The seawalls are __________ (permanent). They have to replace them with stronger fortifications.
4 The trees are killed by sea water __________ (flowing) into the fresh water supplies.
5 Banaba island in Kiribati is __________ (populated). Only 300 people live there.
6 It's important to __________ (act) with people from different cultures and understand their story.

8 **TASK** **Work in pairs. Think about the place where you live. Choose the things that make up your cultural identity, then put them in order of importance (1 = most important). Give reasons for your order.**

■ beliefs ■ festivals ■ food ■ geographical features / land
■ houses ■ language ■ music (songs and dance)

➔ Vocabulary extra ❯ Global issues ❯ page 57

✓ Assess your progress Workbook page 35

4B Grammar and reading

Grammar Expressing the future

1 WHAT DO YOU THINK? Discuss the questions.

1 Do you think protests are effective? Why / why not?
2 Do you think it is easier to arrange protests now than in the past? Why / why not?

2 Read the article and answer the questions.

1 What two things does Maddie feel strongly about?
2 What did the climate strike in London encourage her to do?
3 What does she do at school to publicize events?
4 What are the different ways Maddie shares information about events?

HOME NEWS BLOG RESOURCES PROJECTS

THE CLIMATE IS changing
WHY AREN'T WE!?

Change for good

In the UK, like other parts of the world, more and more students are feeling empowered and are starting their own climate emergency movements to stop climate change. Maddie Gilbert is a 16-year-old student from Derby who is passionate about the environment and wildlife. She recently took part in her first climate strike in London and that inspired her to set up her own climate change action group in her home town: Climate4Derby. [1]She is organizing an event next week, so we asked her to tell us about it.

'I'm organizing a student protest in the centre of town next Friday afternoon. [2]It starts at 2.30 p.m. because most students finish school at 2 p.m. on Fridays. According to the weather forecast, [3]it's going to be cold and wet, but [4]I hope lots of students will still come along and support the protest. [5]I think they will.

This weekend, [6]my friends and I are going to be busy designing and printing posters and we'll probably put them up on Monday morning before school starts. Our headteacher gave us permission to advertise the event in school, so I'm going to speak at assemblies next week – that's a good way to remind other students what's happening. I use social media a lot to share information about the protest and one of my friends created our very own website. She runs it as well as posting regularly on social media, and then we all have group chats and send messages about events to everyone on our contact list. During our next protest, we're all going to walk to the town hall and lie down on the ground outside the main entrance. We want the local councillors to stop and think about the destruction we will face in the future. After our lie-in, I'll give a speech. I've gained so much confidence since I started Climate4Derby. My advice to other young people is to do something! Don't be shy, speak up and take action! In less than 12 years, the impact of global climate change will be irreversible. [7]You may not think you're making a difference, but every little bit helps. Hopefully, we will all start to see a difference soon.'

3 REACT Discuss in groups. Do you think governments and national organizations listen to young people? Why / why not? What other ways can young people communicate their concerns?

Grammar Insight

4 Read the article again and match sentences 1–7 in the text to uses a–g.

Ways of expressing the future

a present simple for scheduled events and timetables
b present continuous for arrangements
c *will* for promises and hopes for the future (often with *hope*, *promise*)
d *will* for predictions about the future (often with *think*, *probably*)
e *going to* for intentions
f *going to* for predictions based on evidence
g *may* / *might* for uncertain predictions about the future

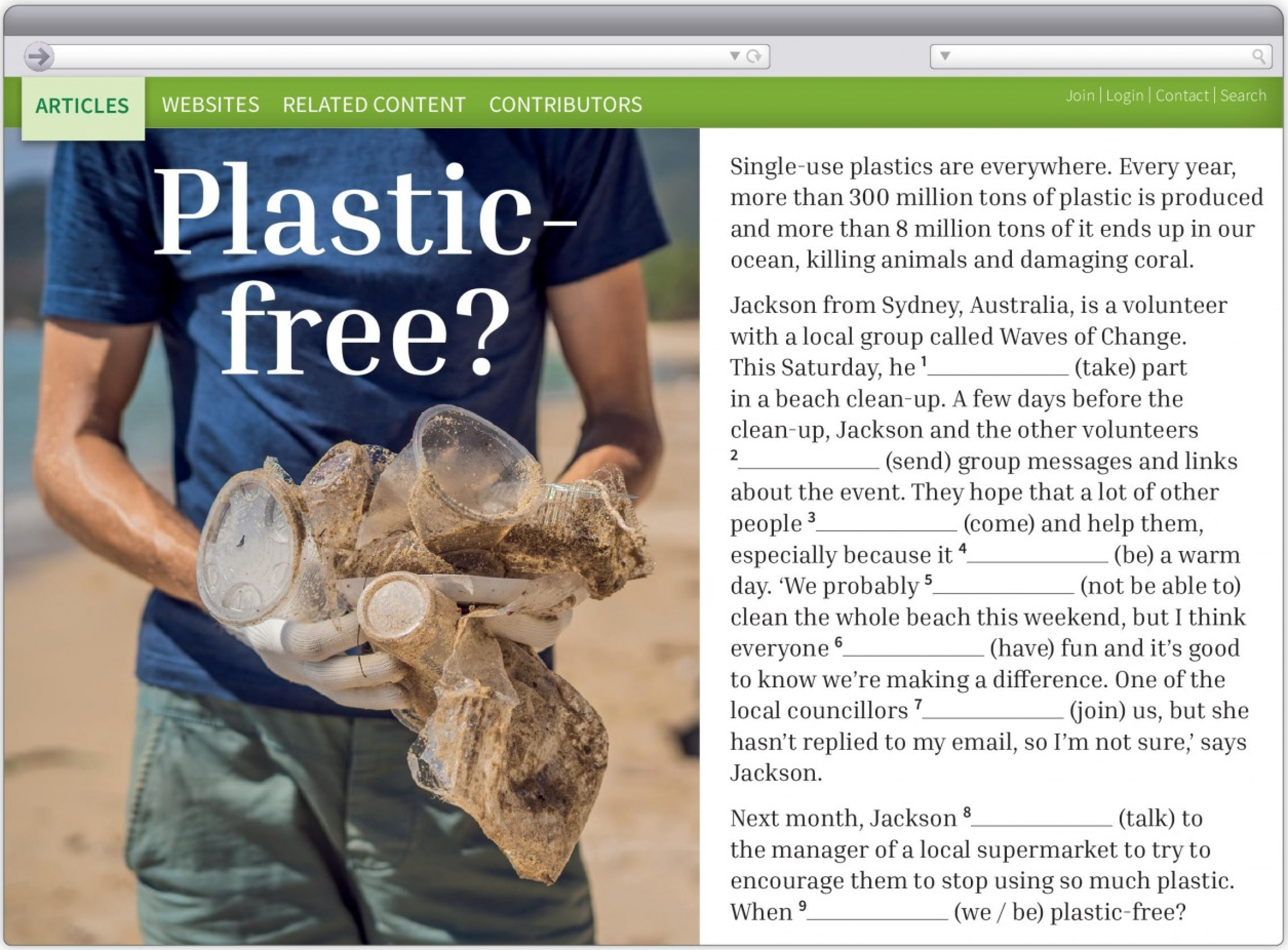
Further reference and practice ❯ Workbook ❯ page 90

5 Find other examples of future forms in the article and match them to the uses in exercise 4.

6 **Read the sentences and choose the correct answers.**

1 I think more teenagers will take part in strikes in the future.
  a I predict that this will happen.
  b This will definitely happen.
  c I want this to happen.
2 The protest starts at 10.00 a.m.
  a The protest has just started.
  b The protest might start at that time.
  c The protest will definitely start at that time.
3 What are you doing on Saturday?
  a I want to know about your arrangements for Saturday.
  b I want to know about your activities now.
  c I'm asking you to make a prediction about the future.
4 I might go on the march in London this weekend.
  a I have a definite plan to go to the march.
  b I haven't decided on my plans yet.
  c I probably won't go.
5 We're meeting after school to plan the next event.
  a We might meet after school.
  b We have already decided the time and place to meet.
  c We hope we'll meet after school.
6 They're going to make posters for the protest.
  a They might make the posters.
  b They have already decided to make the posters.
  c They hope to be able to make the posters.

7 **Complete the article with the correct form of *will*, *going to* or *might* and the verbs in brackets.**



Plastic-free?

Single-use plastics are everywhere. Every year, more than 300 million tons of plastic is produced and more than 8 million tons of it ends up in our ocean, killing animals and damaging coral.

Jackson from Sydney, Australia, is a volunteer with a local group called Waves of Change. This Saturday, he [1]__________ (take) part in a beach clean-up. A few days before the clean-up, Jackson and the other volunteers [2]__________ (send) group messages and links about the event. They hope that a lot of other people [3]__________ (come) and help them, especially because it [4]__________ (be) a warm day. 'We probably [5]__________ (not be able to) clean the whole beach this weekend, but I think everyone [6]__________ (have) fun and it's good to know we're making a difference. One of the local councillors [7]__________ (join) us, but she hasn't replied to my email, so I'm not sure,' says Jackson.

Next month, Jackson [8]__________ (talk) to the manager of a local supermarket to try to encourage them to stop using so much plastic. When [9]__________ (we / be) plastic-free?

8 🔊 **4.1 Listen to Melanie talking about a Critical Mass bike ride and answer the questions.**

1 What is a Critical Mass bike ride?
2 What is the aim of the ride?

9 🔊 **4.1 Make sentences about the event in exercise 8. Then listen again and check.**

1 Melanie / join / a Critical Mass bike ride
2 the ride / start / eight in the morning
3 it / be / very busy
4 they / probably / cycle slowly / through the streets
5 people in cars and buses / get / annoyed
6 they / not be able to / move fast
7 hopefully, more people / decide / to hop on a bike

10 **TASK Work in groups. Make predictions about how each of the things below will be different in the future because of climate change. Discuss changes you can make or action you can take to help.**

■ food ■ packaging ■ recycling ■ shopping
■ transport ■ travel

✓ **Assess your progress** **Workbook page 35**

4c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 What problems do you think people might have without access to clean water?
2 What do you think the phrase 'water warrior' means? What sort of person might be a water warrior?
3 Read the definition. What do you think life as part of a First Nations community is like?

First Nations /ˌfɜːst ˈneɪʃnz/ *noun* the races of people who were the original people living in what is now Canada, not including the Inuit or Métis

2 🔊 4.2 Listen to a radio programme and check your ideas from exercise 1. Then answer the questions.

1 Who is Autumn Peltier?
2 Why is she inspirational?

3 🔊 4.2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Autumn is from a First Nations community.
2 Petra thinks that Autumn is very famous around the world.
3 Autumn thought that everyone, including First Nations communities, had access to clean water.
4 Autumn believes that clean water is a basic human right.
5 Learning that some people relied on boiled or bottled water probably didn't surprise Autumn.
6 Autumn wrote to the prime minister of Canada to express her views.
7 Autumn thinks that when water is polluted, it also harms people.
8 First Nations communities will probably all have access to clean water in the next year.

Strategy Identifying facts, opinions and speculation

When you listen to people discussing a subject, it is important to identify:

- facts. *The government spent $5 million on environmental projects last year.*
- opinions. ***I believe** / **I think** / **In my opinion,** / **It's my view that** the government didn't spend enough money on environmental projects last year.*
- speculation. *The government **will probably** / **might** / **may** focus on the environment in the next year. **Perhaps** / **Maybe** the government will spend more money on the environment next year.*

4 Read the strategy. Then study the sentences in exercise 3 again. Are they facts (F), opinions (O) or speculation (S)?

5 REACT Discuss the questions.

1 What information in the radio programme did you find surprising? Why?
2 What do you understand from the statement below?

> 'We are water, we come from water and when the water is sick, we are sick. We can't eat money and we can't drink oil.'

V Insight Verbs + prepositions

6 Choose the correct prepositions.

1 rely **in** / **on** / **at** friends to help and support you
2 protest **after** / **at** / **against** climate change
3 set **in** / **on** / **up** an online campaign
4 care **about** / **with** / **after** an issue
5 belong **about** / **to** / **for** a community
6 believe **in** / **at** / **for** the future of the planet
7 insist **on** / **at** / **for** access to clean water for everyone

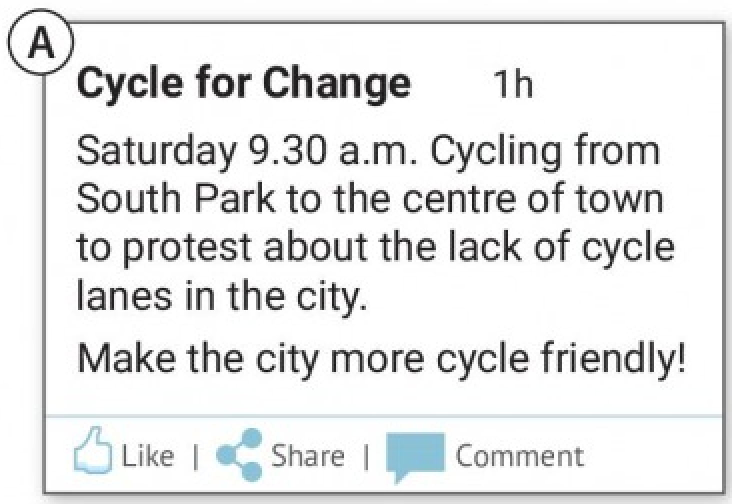
7 TASK Work in pairs. Take turns to interview your partner using these questions.

1 What do you think are the most important issues for people of your age?
2 How important is it to stand up for things you believe in?
3 What might you be prepared to do to for an issue you cared about?

Speaking Asking for and expressing opinions

8 **Read the social media posts. What do you think about these issues? Which is the most/least important in your opinion? Compare your views with other students.**

A

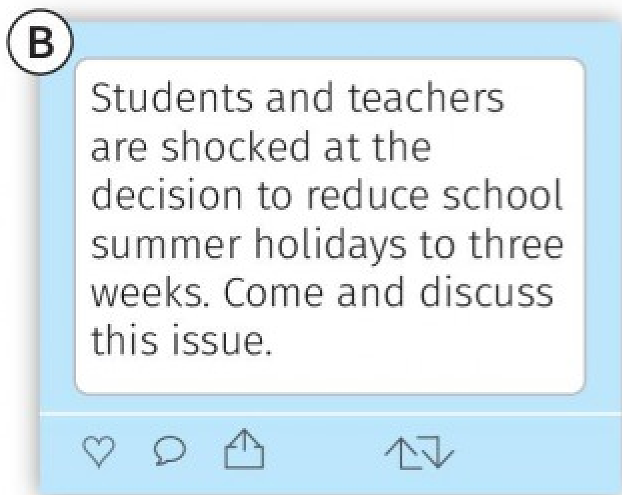


Cycle for Change 1h

Saturday 9.30 a.m. Cycling from South Park to the centre of town to protest about the lack of cycle lanes in the city.

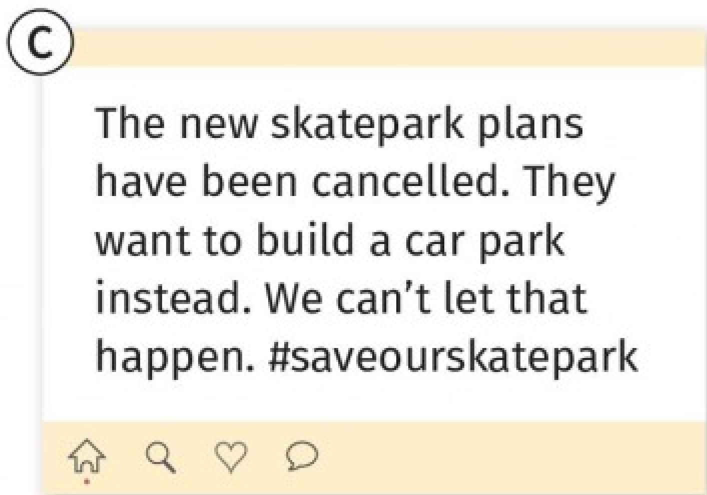
Make the city more cycle friendly!

B



Students and teachers are shocked at the decision to reduce school summer holidays to three weeks. Come and discuss this issue.

C



The new skatepark plans have been cancelled. They want to build a car park instead. We can't let that happen. #saveourskatepark

9 **4.3 Listen and match the dialogue to one of the posts in exercise 8.**

10 **4.3 Complete the phrases from the dialogue. Then listen again and check.**

Asking for opinions	Expressing opinions	Reacting to opinions
What do you ^{1}__________?	Well, ^{3}__________, I think	I'm not so ^{6}__________ (it is a bad idea).
What do you ^{2}__________?	As far as I'm ^{4}__________, ...	That's just what ^{7}__________.
	It ^{5}__________ a good idea to	That's a ^{8}__________.

11 **Add the phrases below to the table in exercise 10.**

- I agree with you about that.
- If you want my opinion, ...
- In my opinion, ...
- To tell you the truth, ...
- What's your view on this?

12 **4.4 Complete the dialogue with one word in each gap. Then listen and check.**

Jake Did you see that post about the new skatepark earlier? They've decided not to build it after all. What do you ^{1}__________ about it?
Libby To tell you the ^{2}__________, it's probably a good idea. There are basketball and tennis courts and three football pitches already. We don't need another outdoor facility. In my ^{3}__________, they should build an indoor facility that isn't just for sport.
Jake I see what you're saying, but a skatepark is cheaper than a brand new indoor facility.
Libby You're probably right. ^{4}__________ do you reckon?
Jake How about organizing a protest?
Libby I'm not so ^{5}__________. That sounds very serious. Why don't we start by replying to the post and telling our friends to do the same?
Jake OK. That's a great ^{6}__________ and a good place to start.

GS Global skills Compromising

When you discuss opinions, it's important to respect the other person's opinion even if you don't agree with it and to respond with appropriate language. Before you suggest a compromise, you can make it clear you don't agree, with phrases like *I take your point, but ...*; *I see what you're saying, but ...*; *I hadn't thought of that.*

To show you are willing to compromise, use phrases like *Why don't we ... ?* or *What / How about ... ?*

13 **What situations might you need to compromise in?**

14 **TASK Work in groups. Choose an issue that you all feel strongly about. Discuss how you are going to organize a campaign to support your cause. You have a campaign budget of €200. Use the ideas below or your own ideas. Remember to compromise if necessary.**

- free public transport
- more cycle paths
- recycling
- support fairtrade products

1 Look at the price list and decide how to spend your budget.
2 Discuss how you will use social media.
3 Discuss other ways of protesting.

CAMPAIGN PRICE LIST

Leaflets	100 black and white leaflets or 50 colour leaflets	€20
Posters	50 posters	€25
T-shirts	each	€10
Advertisement	on bus / train / tram using a local Instagrammer YouTube video	€300 €500 €120

Assess your progress Workbook page 35

4D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 How do you find out about global and local issues: from the internet, a newspaper or TV?
2 How can charities make a difference?

2 Read the article and compare your ideas in Exercise 1.

3 Read the article again. Match sentences a–g with gaps 1–6 in the article. There is one sentence that you do not need.

a Other people buy products from their online shops.
b The books are mostly second-hand and donated by friends and family.
c They don't make donations because they haven't got much money.
d Until then, Abbo will be sharing his desk with three other students.
e By the end of this year, people will have completed more than 350 events.
f They give up their free time and volunteer.
g Over the next few years, this money will be helping people who need it.

GS Global skills Culture

4 Discuss the questions.

1 Which charities are popular in your country?
2 Have you ever been to an event that supports a good cause? What was it? What did the event achieve?

V Insight Collocations: charities

5 Find the verbs in the article and write the nouns that go with them.

1 take part in ________ / a marathon
2 raise ________ / awareness
3 transform ________ / a situation
4 donate ________ / clothes
5 aid ________ / developing countries
6 address ________ / a problem
7 volunteer ________ / help
8 support ________ / a campaign

6 Complete the text with verbs from exercise 5.

CHARITY TECH

Today, it's more and more challenging for charities to ^{1}________ money. Some are starting to use technology to ^{2}________ lives. Check out these recent innovations!

TAPPABLE TINS

Collection tins are a popular way to collect cash on the streets. However, because of contactless debit cards, people have less cash in their pockets. Some charities have decided to ^{3}________ the issue with tappable donation tins, where people can ^{4}________ money with their cards, and still make a difference!

VR

According to a recent study, nowadays, fewer people ^{5}________ events or ^{6}________ time to good causes. We have less empathy, so charities are trying to get their message across in a different way. Some are using virtual reality to encourage people to ^{7}________ charities. Recently, a VR documentary showed a week in the life of a family getting clean water for the first time. The film raised $2.4 million!

A helping hand

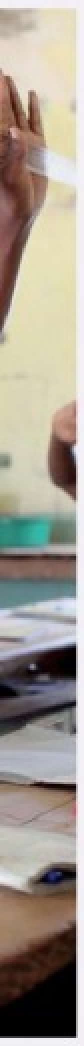
Charity in numbers

168,000 charities in the UK raise £10 billion every year.

64% of people take part in charitable activities.

Charity shops raise over £295 million every year.

The biggest charities like Oxfam, Cancer Research and the RSPCA raise more than £10 million a year.



Oxford, UK: It's 11 o'clock on a Saturday morning and Daniel McGregor is busy selling books at a school fair. He's wearing a T-shirt that says 'Education for Everyone', and he's hoping to make a lot of money. ^{1}____ He arranges the books on the table, sticks on the prices and carries on. By the time he has sold everything, he will have raised £500.

Halfway around the world, in Uganda, Abbo Odoki is at school. The classroom is crowded and there are not enough chairs or desks. People from his village are building a new school classroom, but it will take a few months to finish. ^{2}____

Daniel and Abbo are two teenagers with very different lives, but their lives are connected through charity. Daniel is running a charity school fair. He's taking part in a huge national event for Comic Relief that raises money for people in the UK and abroad. Abbo's school will have a new classroom that was paid for with money from the same charity. Every year, Comic Relief and its sister charity, Sports Relief, raise money for good causes. ^{3}____ These events include school fairs and marathons, talent shows and baking competitions, and when they are all completed, they will have raised over £50 million. That's enough money to transform the lives of thousands of people. ^{4}____

Charities are an important part of British society, and some of the world's biggest and most famous organizations, such as Oxfam and Save the Children, started in the UK. Today, there are over 168,000 charities, and more than half (65%) of people donate money regularly or sponsor a charitable event. Many people make regular donations to big charities that aid poor people in different countries. ^{5}____ Smaller charities, such as sports projects or hospices, address more local issues and rely on smaller events, like car boot sales and fun runs. They also rely on volunteers for the day-to-day running of these projects.

Teenagers play a big role in this culture of giving. A World Vision study showed that 69% of teens are aware of the needs of others thanks to the internet and globalization. And although teens may not have much money to give, they often help in other ways. ^{6}____ In the UK, more than a third of teenagers have volunteered time to charities in the last year. In fact, supporting a charity is part of everyday life, and young people are the new champions of this culture. 'I feel good when I do something,' explains Daniel. 'I read about so many problems in the news – at home and abroad. Often, I feel helpless. I don't have a lot of money, but then I can volunteer, I can give a helping hand and I can make a difference.'

Grammar Future continuous and future perfect

7 Study sentences 1–3 from the article. Are the verbs in blue in the future perfect or future continuous?

1 By the time he has sold everything, he **will have raised** £500.
2 Over the next few years, this money **will be helping** people who need it.
3 Until then, Abbo **will be sharing** his desk with three other students.

Grammar Insight

8 Match sentences 1–3 in exercise 7 to rules a–c. Then complete the rules.

We use the future continuous:

a to talk about an action in progress at a definite time in the future.
b to talk about an action in progress over an extended period of time in the future.
Form: *will / won't + be +* ____________

We use the future perfect:

c to talk about an action that will be finished before a definite time in the future.
Form: *will / won't + have +* ____________

Further reference and practice ❯ Workbook ❯ page 91

9 A school magazine interviewed Daniel at the fair. Complete the interview with the future continuous or future perfect form of the verbs in brackets.

Interviewer What ^{1}____________ (you / do) on Saturday morning?
Daniel I ^{2}____________ (sell) books at the school fair. Hopefully by 2 p.m., I ^{3}____________ (sell) everything.
Interviewer How many books ^{4}____________ (you / sell) by then?
Daniel About 250. People have donated a lot!
Interviewer That's impressive! ^{5}____________ (lots of people / take) part in the event?
Daniel Yes, I ^{6}____________ (not do) it alone.
Interviewer ^{7}____________ (you / meet) your friends at the event?
Daniel Yes, I will. We ^{8}____________ (count) the money we make, too.
Interviewer How much money do you think you ^{9}____________ (raise) by the end?
Daniel About £500, I hope!

10 TASK Work in pairs and discuss the questions.

What will you be doing:	What will you have done:
1 after school today?	**5** in two hours' time?
2 at 11 a.m. on Saturday?	**6** by this time tomorrow?
3 this time next week?	**7** by the end of this year?
4 during the holidays?	**8** in five years' time?

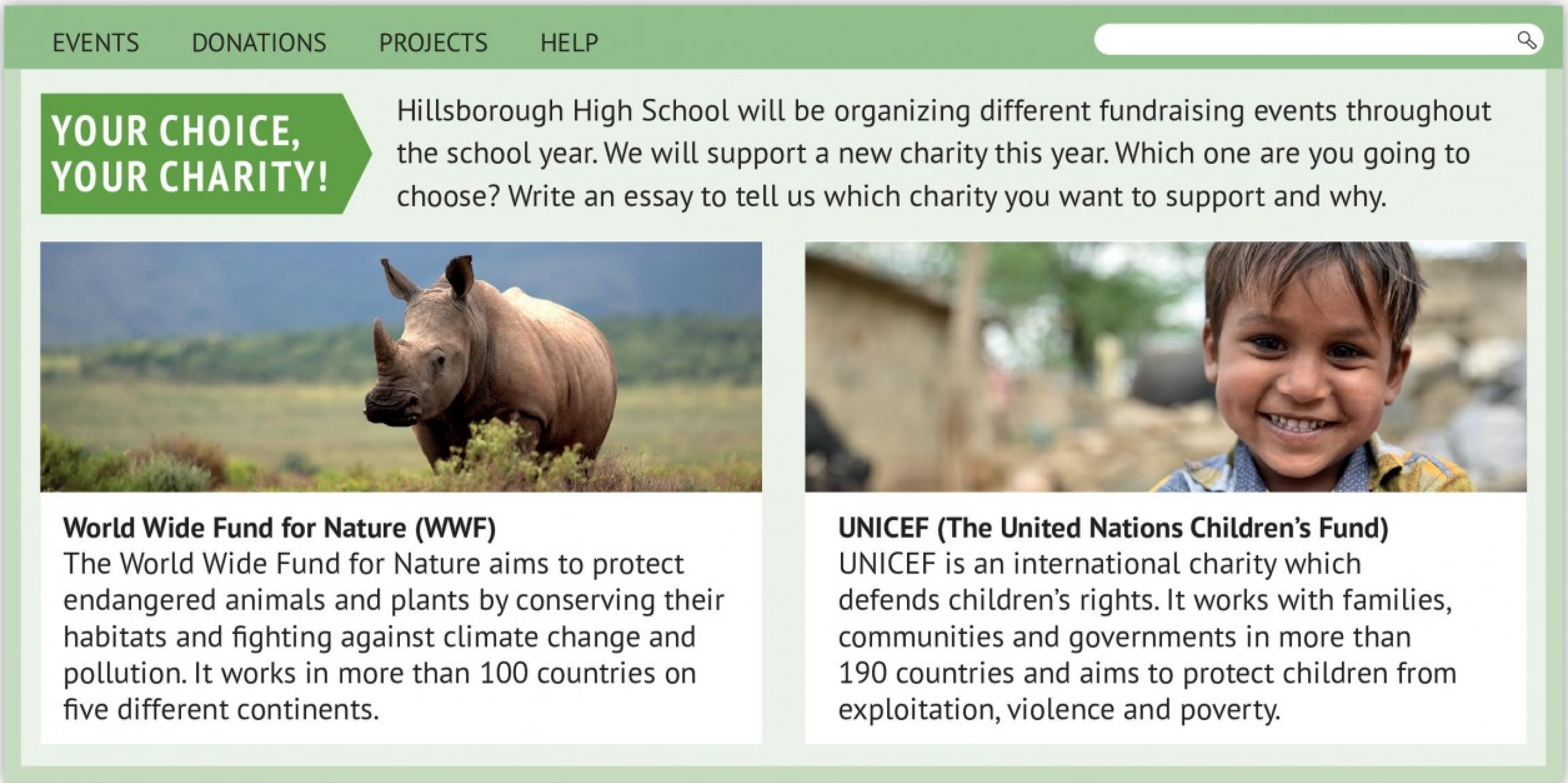
Vocabulary extra ❯ Charities ❯ page 57

4E Writing An opinion essay

Planning for writing

1 Read the school webpage and answer the questions.

1 Why does Hillsborough High School want students to choose one of the charities?
2 Which charity would you choose to support? Why?



EVENTS DONATIONS PROJECTS HELP

YOUR CHOICE, YOUR CHARITY!

Hillsborough High School will be organizing different fundraising events throughout the school year. We will support a new charity this year. Which one are you going to choose? Write an essay to tell us which charity you want to support and why.

World Wide Fund for Nature (WWF)
The World Wide Fund for Nature aims to protect endangered animals and plants by conserving their habitats and fighting against climate change and pollution. It works in more than 100 countries on five different continents.

UNICEF (The United Nations Children's Fund)
UNICEF is an international charity which defends children's rights. It works with families, communities and governments in more than 190 countries and aims to protect children from exploitation, violence and poverty.

2 Read the school webpage above and the model essay on page 55. Answer the questions.

1 What is the most important thing according to Alex?
2 What does the WWF's work involve?
3 How many trees did there use to be on the planet and how many are there now?

3 Read the model essay again. In which paragraph A–E does Alex:

1 present a second reason for his opinion?
2 introduce the topic and give his opinion?
3 summarize and restate his opinion?
4 support his opinion by presenting his first reason and examples?
5 make his last point?

4 Read the strategy. Then study paragraphs C and D in the model essay and find examples for points 1–3 in the strategy.

Strategy Organizing an opinion paragraph

When you write an opinion essay, the main part will be paragraphs expressing your opinion.
Each opinion paragraph should include:

1 the main point: *My first reason for supporting the WWF is that climate change is a major issue for our planet.*
2 support: *Climate change is responsible for destroying nature, creating problems in food chains and the loss of whole species.*
3 specific examples: *As global temperatures rise by up to 4.5°C, 80% of mammals and 86% of birds are at risk of extinction in parts of southern Africa, for example.*

Writing Insight Introducing arguments and giving opinions

5 Complete the language boxes with the highlighted phrases in the model essay.

6 Read the sentences. Which ones give an opinion and which ones introduce an argument?

1 To my mind, we should support UNICEF because children have a right to be safe and healthy.
2 The main argument for choosing UNICEF is that it works to try and eliminate poverty and its causes.
3 Another argument for choosing UNICEF is that children are the future and we should invest in them.
4 It is also important to note that UNICEF is a big charity and can reach people in need quickly.
5 To conclude, I am convinced that we should choose UNICEF as our charity, because it helps protect children and their rights and can respond to emergencies very quickly.

LEARNING OBJECTIVES

- Write an opinion essay
- Organize an opinion paragraph
- Use different phrases for introducing arguments and giving opinions

Write an introduction and give a clear statement of your opinion.

Ⓐ Our school wants to choose one charity to support this year. In my opinion, we should choose the World Wide Fund for Nature (WWF) because it helps to conserve the environment and protects animals and plants, and there is nothing more important than the future of our planet.

Give your opinion and first reason to support it. Give specific examples.

Ⓑ My first reason for supporting the WWF is that climate change is a major issue for our planet. Climate change is responsible for destroying nature, creating problems in food chains and the loss of whole species. As global temperatures rise by up to 4.5°C, 80% of mammals and 86% of birds are at risk of extinction in parts of southern Africa, for example. The WWF works in many ways to fight climate change by supporting energy efficiency and promoting a new international climate agreement.

Write a separate paragraph for each argument in support of your opinion. Remember to include reasons and examples.

Ⓒ Another argument for donating money to this charity is that the WWF does a lot of important work to preserve huge areas – for example, the Amazon rainforest and the Arctic. These areas are under threat because of global warming, overfishing or deforestation. Trees are important in the fight against climate change – there were once six trillion trees on the planet, but now there are only three trillion. The WWF is working with partners all over the world to protect, restore and plant trees. In one day, Ethiopia planted 350 million trees. If we don't protect these places now, it will be too late! That's why I am convinced that the WWF's work is so necessary.

Ⓓ My final point is that the WWF protects a large number of endangered species, including tigers, rhinos and polar bears. All of these beautiful animals share our planet and I feel that it's our duty to look after them and to prevent their extinction. In Kenya, the illegal killing of rhinos decreased by 40% thanks to the WWF's work there.

Write a conclusion and summarize your reasons.

Ⓔ In conclusion, I believe that our charity for this year should be the WWF because it is doing the most important work: protecting life on our planet and protecting the planet itself.

Alex Carter

Introducing arguments

The main argument for / against is …

First of all, …

It is also important to note that …

______

______

______

Giving opinions

To my mind, …

My point of view is that …

______

______

______

______

Writing your essay

Your school is organizing different fundraising events for this year, and is going to support one of the charities below. Write an essay saying which charity you think your school should support and why.

Australian Koala Foundation (AKF)
The AKF is a global organization dedicated to the conservation and management of the koala and its habitat. Land clearing, bushfires and tree disease are all threatening the koala. It is now a vulnerable species, with fewer than 80,000 in Australia and may eventually become extinct. The AKF wants a Koala Protection Act.

Save the Children
Save the Children is an international charity that works in 118 countries around the world. It believes in:

- survival: no child should die from preventable diseases.
- learning: every child should learn from a basic education.
- protection: violence against children is no longer tolerated.

PLAN **Read the task and check you understand it. Think about:**

- what the charity does.
- why it is an important issue.
- why this charity deserves your school's money more than any other charity.

Create an essay plan with your ideas. Plan to write five paragraphs and decide which ideas you will include in each one. Use the organization boxes in the model essay to help you.

WRITE **Write a first draft of your essay. Use the model essay and your plan to help you.**

REVIEW **Check your essay. Use the checklist to help you.**

Have you:

- used a clear paragraph structure?
- included arguments supporting your opinion?
- used language for introducing arguments and giving opinions?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 35**

Review 4

Vocabulary

1 Complete the sentences with the correct form of the verbs below.

■ contaminate ■ devastate ■ die out ■ evacuate
■ relocate ■ spread

1 The bird called the dodo _________ in the 17th century.
2 Infected insects can _________ dangerous diseases.
3 Oil _________ water, making it dangerous for animals.
4 In 1956, the US government paid Native Americans to _________ from the country to the city.
5 Hurricane Katrina _________ New Orleans in 2005.
6 After the 2011 tsunami, Japanese authorities _________ local people to places of safety.

Marks ___ / 6

2 Complete the text with words formed from the words in brackets. Add the correct prefixes.

Brazilian favelas, which are poor, [1]_________ (developed) places, are often also [2]_________ (crowded). Favela Painting is a charity with [3]_________ (national) support from many countries. It helps favelas to [4]_________ (build) lost hope and pride by painting their houses. Artists and local people [5]_________ (operate) to create unique designs. In just one street, you can see a fish, a kite and a half moon in a perfect [6]_________ (circle)!

Marks ___ / 6

3 Complete the text with the correct prepositions.

I care [1]_________ animals. I believe [2]_________ treating them with respect. That's why I belong [3]_________ an animal rights charity, the League Against Cruel Sports. We protest [4]_________ hunting animals for sport. We've set [5]_________ an anti-hunting campaign and now we're relying [6]_________ your donations for success. Please help!

Marks ___ / 6

4 Complete the sentences with the verbs below. There is one verb that you do not need.

■ address ■ aid ■ donate ■ raise ■ take part
■ transform ■ volunteer

1 30,000 people will _________ in the marathon.
2 Please _________ your time to help elderly people.
3 Some celebrities use their fame to _________ awareness of different issues.
4 I know I should _________ more money to charities.
5 We need to _________ the problem of global warming.
6 Education can _________ people's lives for the better.

Marks ___ / 6

Grammar

5 Complete the sentences with the verbs below.

■ 'll speak ■ 'm speaking ■ may be ■ may join
■ might start ■ 's going to be ■ starts ■ will be
■ will come

1 I hope the rain _________ soon. My garden is very dry.
2 You _________ right about climate change – I'm not sure.
3 Look at that rain! The river is already full. There _________ a big risk of floods tonight.
4 I _________ the campaign. I haven't decided yet.
5 I promise I _________ to her about it soon, OK?
6 I think life in the future _________ better than now.
7 I _________ to the Environment Minister at 3.00 p.m. tomorrow.
8 The lecture on environmentalism _________ at 11.00.
9 It's possible that countries _________ a war over water.

Marks ___ / 9

6 Choose the correct answers.

Today, I [1]____ try doing an RAK (Random Act of Kindness) with a friend. We made plans last night. We [2]____ at my house this morning. We [3]____ discuss what to do then. We have a few ideas already. We [4]____ to the bus stop and pay for a stranger's ticket. According to my timetable, the next bus [5]____ in an hour. Alternatively, we [6]____ up litter in the park. The sky is blue – it [7]____ be a lovely day. You know what? Let's do that. I think it [8]____ more fun!

1 **a** might **b** will **c** 'm going to
2 **a** 'll meet **b** meet **c** 're meeting
3 **a** may **b** will **c** 're going to
4 **a** might go **b** go **c** will go
5 **a** is leaving **b** may leave **c** leaves
6 **a** will pick **b** might pick **c** pick
7 **a** 's going to **b** may **c** will
8 **a** is being **b** will be **c** is

Marks ___ / 8

7 Complete the sentences with the future perfect or future continuous form of the verbs in brackets.

1 'What _________ at this time tomorrow?' 'I _________ at the charity shop.' (you / do, volunteer)
2 The anti-war march _________ by 11.00. After that, we _________ outside the town hall. (finish, protest)
3 At 6.00 tonight, I _________ the documentary on global warming. _________ home by then? (watch, you / get)
4 In a year's time, the city _________ by 50%. 10,000 more people _________ here then. But by the end of this year, the authorities _________ just 1,000 more homes. (grow, live, build)

Marks ___ / 9

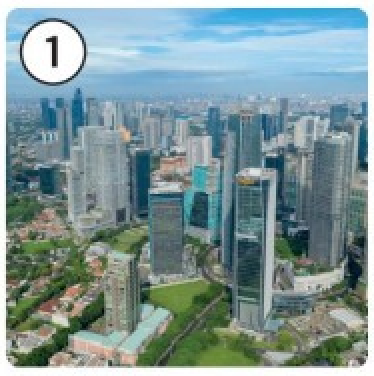
Total ___ / 50

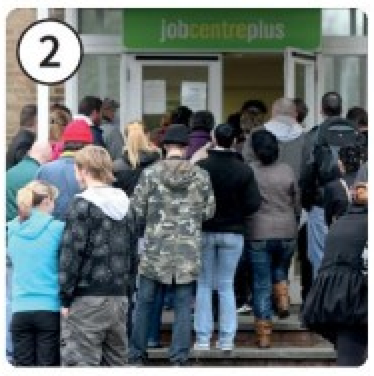
Vocabulary extra 4

Global issues

1 **Label the photos with the words below.**

■ climate change ■ deforestation ■ disease ■ drought
■ earthquakes ■ famine ■ floods ■ pollution
■ poverty ■ unemployment ■ urbanization
■ volcanic eruptions


① ______________



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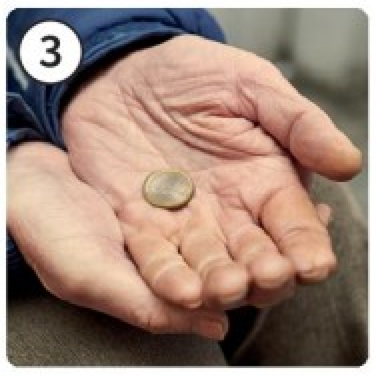
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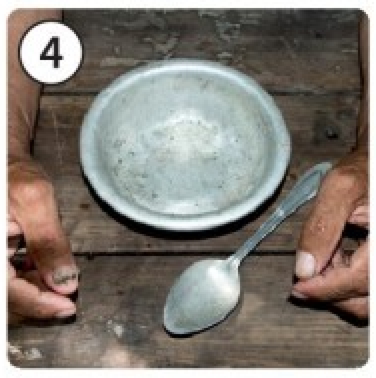
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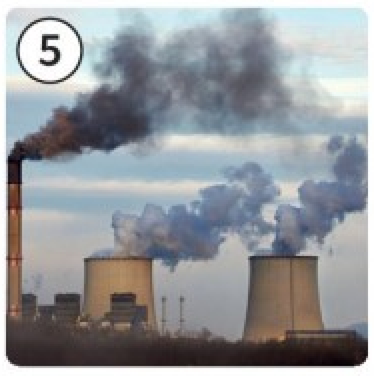
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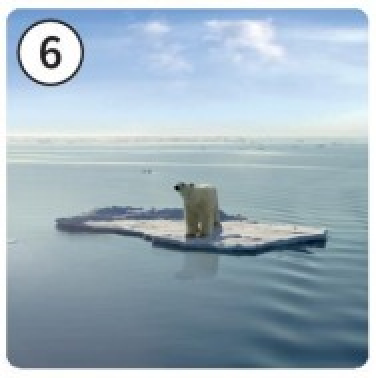
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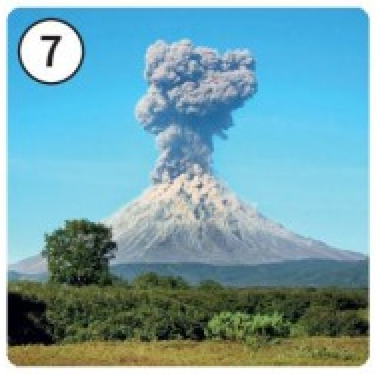
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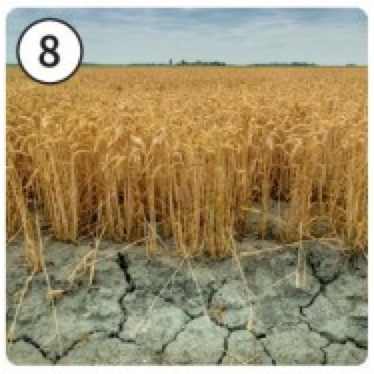
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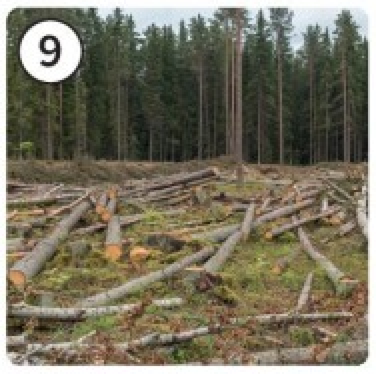
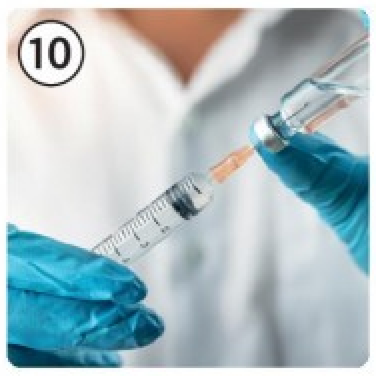
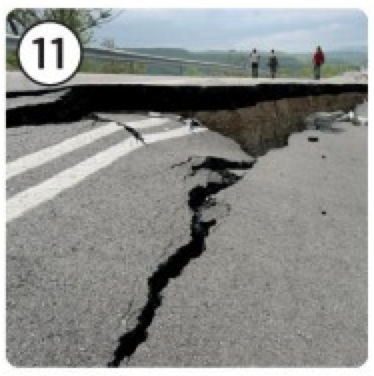

⑨ ______________


⑩ ______________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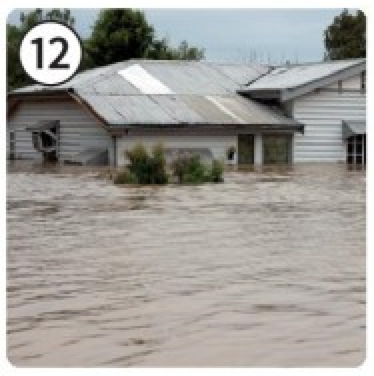

⑫ ______________

2 **Match the global issues in exercise 1 to the headlines.**

1 **Village under water**
2 Extreme weather continues
3 **Millions with no money for food**
4 ***Thousands of people flocking to the city***
5 Ash cloud stops flights
6 Buildings fall as ground moves
7 **CROPS FAIL ONCE AGAIN**
8 Jobless rate highest in 20 years
9 NO RAIN FOR MONTHS
10 Massive oil spill off the coast
11 Amazon trees used for packaging
12 CHOLERA EPIDEMIC HITS COUNTRY

Charities

1 **Complete the table with the verb forms of the nouns in the second column. Which two verbs have the same noun form?**

Verbs	People
1 __________	campaigner
2 __________	organizer
3 __________ for charity	(charity) worker
4 __________	participant
5 __________	competitor
6 __________	promoter
7 __________	distributor
8 __________	sponsor
9 __________	donor
10 __________	supporter
11 __________ funds	fundraiser
12 __________	volunteer

2 **Complete the definitions with the nouns in exercise 1.**

1 A __________ makes a gift of money to a charity.
2 An __________ arranges for something to happen.
3 A __________ does a job in an organization that helps other people.
4 A __________ tries to persuade others about the importance of something.
5 A __________ takes part in a sporting event, like a race.
6 A __________ collects money for a charity or an organization.
7 A __________ takes part in an activity.
8 A __________ gives somebody money for charity if that person succeeds in completing a particular activity.
9 A __________ does work without being paid for it.
10 A __________ leads or takes part in a campaign.
11 A __________ shows that they agree with an organization.
12 A __________ supplies products to different areas.

3 **Complete the text with the correct form of verbs or nouns from exercise 1.**

The charity Oxfam has been around for over 70 years now. Oxfam GB employs a number of paid [1] __________, but most of its helpers are unpaid [2] __________. [3] __________ of Oxfam help the organization in many ways. Some of them [4] __________ money regularly to the charity while others [5] __________ fundraising events, such as sponsored head shaves. This is a fun activity for everyone who [6] __________, from the person who has their head shaved to the [7] __________ who give their money. On a larger scale is the London Marathon. Many [8] __________ do this race to [9] __________ money for charity. Oxfam uses the money it receives to [10] __________ against poverty all over the world and [11] __________ human rights. The organization is also often the first to [12] __________ aid in emergency situations.

Cumulative review Units 1–4

Listening

1 🔊 **4.5 Listen to Alice and Ethan talking about sport and volunteering. Match Alice (A), Ethan (E) or both (B) to the opinions below.**

1 Volunteering isn't always a good idea.
2 Volunteering can help when it's done properly.
3 Some Tanzanian teachers might feel more enthusiastic about sport now.
4 Sport is not an essential skill.
5 Sport can help to develop personal qualities.
6 Sport is more than a hobby.
7 People who don't like sports often mean they don't like competitive sports.

Speaking

2 Work in pairs. Take turns to give and react to news. Use the ideas below or your own ideas.

1 You raised a lot of money in a charity marathon, but you didn't finish the marathon.
2 Your parents won't let you volunteer at a sports camp in Tanzania this summer.
3 Your local youth centre has offered you a part-time job teaching sport this summer.

3 Work in pairs. Imagine that your class is going to spend a weekend volunteering. Discuss each volunteering option below, giving your opinion. Then decide together what you think the class should do and why.

1 helping disabled children to take part in activities on a sports camp
2 going on a two-day sponsored walk to raise money for better school facilities
3 cleaning up your local park or beach

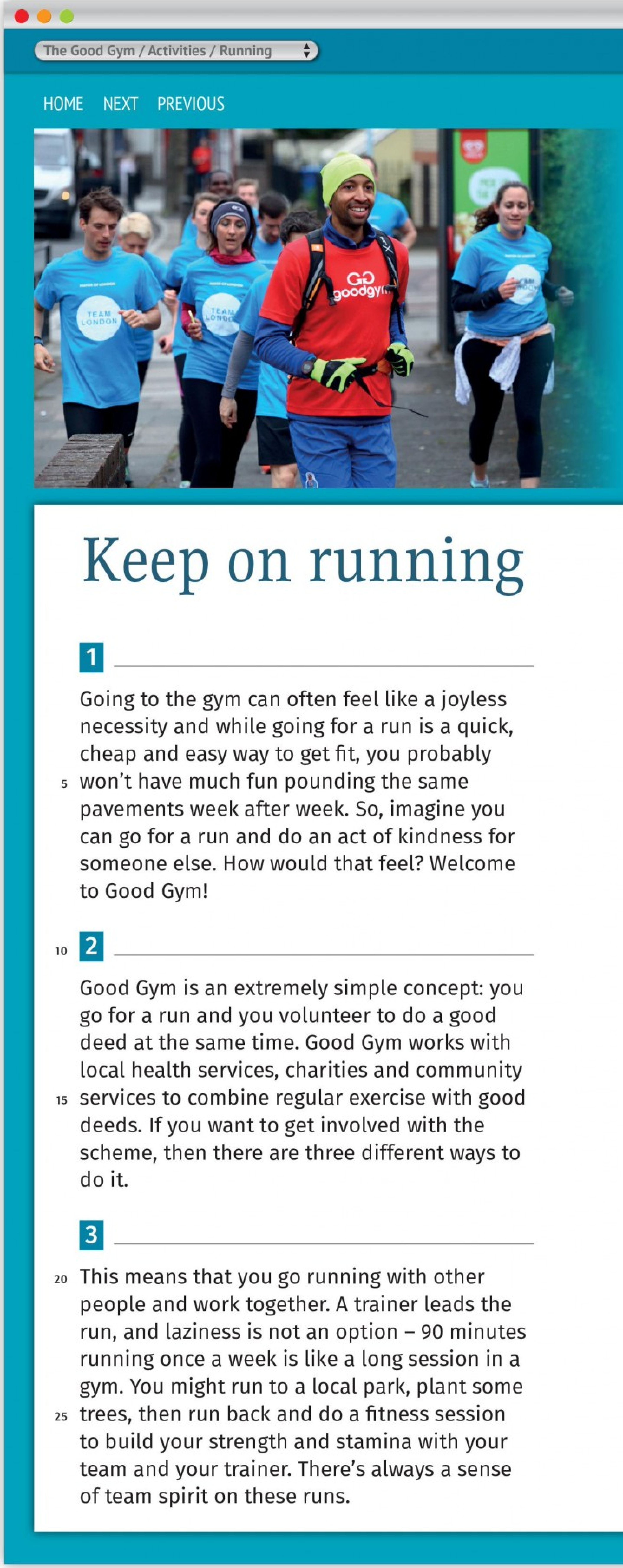
Reading

4 Read the text. Then choose the best description of the text type.

a a report making recommendations
b an article promoting a particular service
c a factual description for an encyclopaedia
d a review of a service the writer has tried

5 Read the text again. Match headings a–h to paragraphs 1–6. There are two headings that you do not need.

a Group runs
b Coach runs
c Making friends at the gym
d Getting fit for good
e Mission runs
f Connect with nature
g The choice is yours
h How it works



Keep on running

1 ______

Going to the gym can often feel like a joyless necessity and while going for a run is a quick, cheap and easy way to get fit, you probably won't have much fun pounding the same pavements week after week. So, imagine you can go for a run and do an act of kindness for someone else. How would that feel? Welcome to Good Gym!

2 ______

Good Gym is an extremely simple concept: you go for a run and you volunteer to do a good deed at the same time. Good Gym works with local health services, charities and community services to combine regular exercise with good deeds. If you want to get involved with the scheme, then there are three different ways to do it.

3 ______

This means that you go running with other people and work together. A trainer leads the run, and laziness is not an option – 90 minutes running once a week is like a long session in a gym. You might run to a local park, plant some trees, then run back and do a fitness session to build your strength and stamina with your team and your trainer. There's always a sense of team spirit on these runs.

➲ Literature Insight 2 ❯ Workbook ❯ page 106

4

These are perfect for people who prefer to run on their own but still want to help others. There are three simple steps: run, help out, run back. You go for your run and then, at some point during or after you've finished your run, you will stop off at an older person's house to complete a specific task. You might do some gardening so that an older person can feel independent again or you might move some furniture to help them organize their home.

5

These can fit easily around your schedule. You go for your run but on the way, you will stop and visit an older person. It's mutually beneficial: the older person, the coach, motivates the runner and the runner provides company for the older person. This type of run is also a great way to show your commitment because if you're the runner, you definitely don't want to let the older person down. You only need 20 minutes a week as well as the time to run there and back.

6

So, what do you think? If you've never done anything like this before, don't worry. Our trainers and the other group members will help you. You won't be on your own. Still not sure? Then think about this: at the end of every run, you'll have achieved something very special. What's not to like?

Grammar and vocabulary

6 Read the article and choose the correct answers.

The benefits of volunteering

People volunteer for different reasons, but most of us probably volunteer [1]____ try to improve life for others. However, generosity also brings a reward. It seems that volunteers can expect [2]____ themselves as well!

In the past few years, studies have [3]____ that people who volunteer typically experience greater levels of self-esteem than those who don't. [4]____, their overall health and wellbeing also improves. People who volunteer regularly today [5]____ longer in the future, and they tend to suffer from fewer diseases. Partly, these health benefits are [6]____ to the extra exercise as volunteers are usually fairly active people. Helping others burns calories! What's more, it seems that we generally enjoy [7]____ others happy, which, in turn, boosts our energy and fitness levels. It is now generally agreed that being [8]____ in the dumps for extended periods of time is bad for our health, as depression weakens us physically as well as mentally.

So how much time should we volunteer for? Some studies suggest that we [9]____ volunteer for at least 100 hours a year to enjoy the full advantages. At the end of our first year of volunteering, we will [10]____ our own lives for the better, too.

1	**a** in order to	**b** because of	**c** so that
2	**a** benefit	**b** to benefit	**c** benefitting
3	**a** been showing	**b** been shown	**c** shown
4	**a** Similarly	**b** Really	**c** Extremely
5	**a** are living	**b** will live	**c** may live
6	**a** because	**b** due	**c** so as
7	**a** making	**b** to make	**c** make
8	**a** under	**b** below	**c** down
9	**a** can	**b** need to	**c** may
10	**a** be changing	**b** have changed	**c** changed

Writing

7 Read the statement and write an opinion essay. Use the plan below to help you.

'Volunteering should not be an option, it should be compulsory for everyone.' Do you agree?

- Paragraph 1: introduce the topic and state your opinion.
- Paragraph 2: use a different paragraph for each main idea. Support each idea with arguments and examples.
- Paragraph 3: present an opposing viewpoint and comment on it.
- Paragraph 4: summarize your opinion, giving a brief reason why.

➔ Exam Insight 2 ❯ Workbook ❯ page 116

5 Do the right thing

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Why do you think people listen to different types of music? Rank the reasons in order of importance. Justify your ideas.
- They like the style.
- It reflects their mood.
- It reminds them of good times.
- It focuses on things they care about.
- It talks about their life experience.

2 What type of music do you listen to? Do you think music can influence the way we behave and feel? Give reasons.

2 Read the article. Why does the writer think people listen to drill music?

Strategy Using referencing to understand a text

Reference words link different parts of a text together. They can refer to a word, a phrase or a whole sentence or idea.
- pronouns: *he*, *him*, *it*, *they*, *them*, *that*, *this*, *these*, *those*
- possessive adjectives: *his*, *its*, *their*, *her*
- relative pronouns: *who*, *whose*, *which*

3 Read the strategy and study the underlined words in the article. Who or what do they refer to?

1 They (line 2)
2 it (line 14)
3 Some (line 26)
4 this (line 32)
5 who (line 52)
6 him (line 67)

4 Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need. Use the underlined reference words to help you. Who or what do they refer to?

a It expresses the truth about people's lives.
b It said that they were encouraging violence.
c And young people want to hear their positive message.
d There is vandalism on the wall behind them, and they look like a street gang.
e While there, he starts rapping and finds out that he has a talent for it.
f Belonging to a gang offers them a way out of poverty.

5 Read the article again and answer the questions.

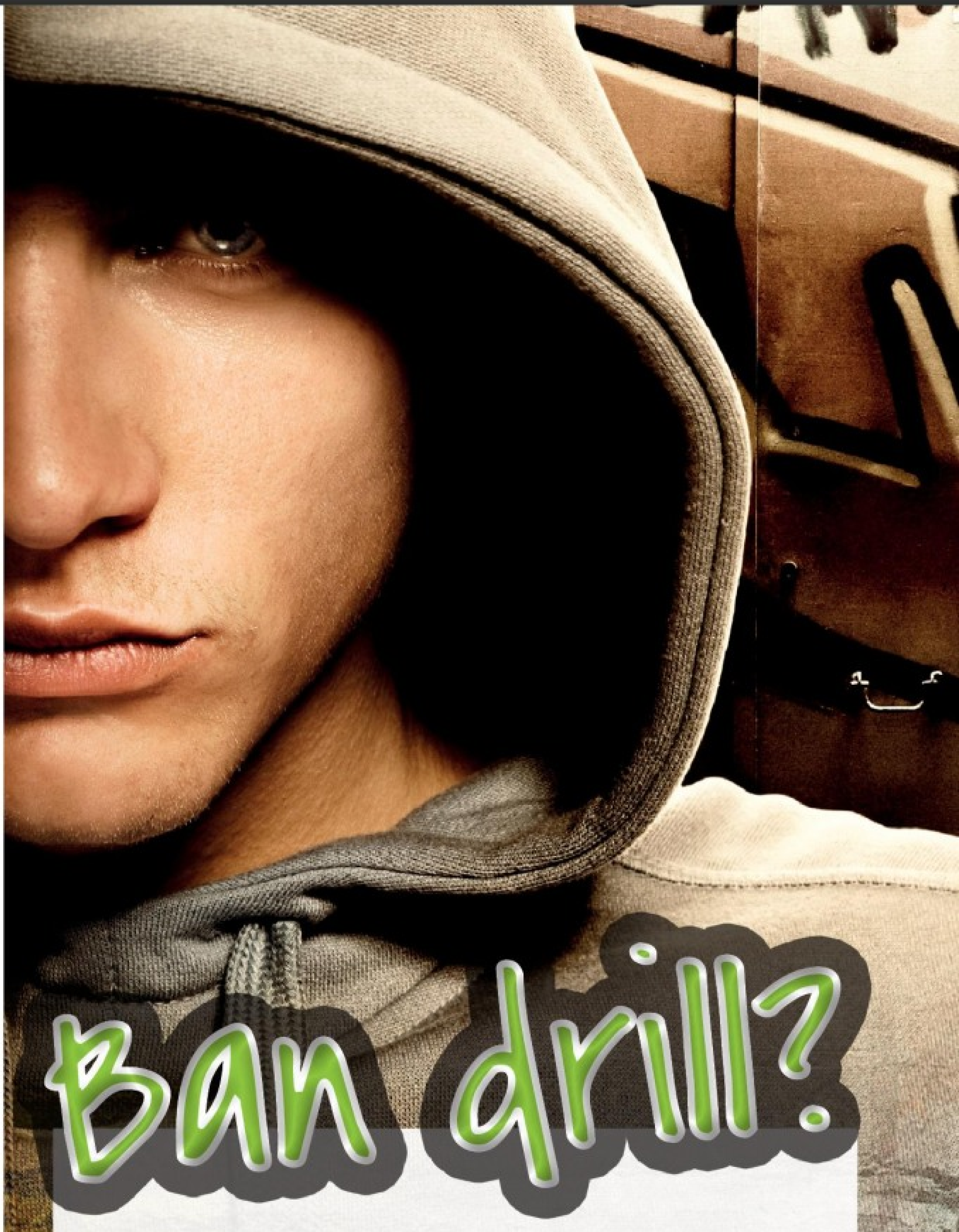
1 What type of reputation does drill music have?
2 Why might gangs appeal to young people?
3 Why did YouTube delete drill music videos?
4 What is different about the Hope Dealers?
5 What point does the film *Ban Drill* make?

6 REACT Discuss the questions.

1 Can music influence our life choices? Or does it simply reflect our life experience?
2 What do you think about drill music? Should this type of music be banned? Why / why not?

V Insight Influence

7 Study the highlighted words in the article. Do they have a positive, negative or neutral meaning?



Ban drill?

The group of young men in the YouTube video are wearing baggy trousers and hoodies. They're performing a rap in a street. ^{1}____ But first impressions can be wrong: the men aren't rapping about gang violence and crime; they are talking about choosing a different way of life.

The video is an example of drill music, which is a type of hip-hop from Chicago. The music usually has violent lyrics and if you search for 'drill music' on Google, the words 'ban' and 'crime' come up. Drill music has a bad reputation and there often seems to be a strong bias against it, but it's popular with young people from inner-city areas because it often describes the reality of their life. Many of these young people have the misfortune of growing up in poor neighbourhoods or experience mistreatment at home. Sometimes misbehaviour at school means that they have been expelled. So gangs and the gang lifestyle described in the raps might look like a good choice. ^{2}____

Many people blame drill music and its violent lyrics for the rise in the number of gangs and gang-related crime in some cities. In 2018, YouTube deleted more than half of its drill music videos. ^{3}____ Some were appearing alongside other videos of gangs showing off and committing offences: everything from shoplifting and theft to mugging. Drill raps also often disrespect rival gangs and make disagreements worse. A rap

LEARNING OBJECTIVES

- Use referencing to understand a text
- Use words relating to influence
- Use the prefixes *mis-* and *dis-* to form nouns with a negative meaning

might boast about crimes a gang have committed or talk about a rival's dishonesty, and this can lead to trouble. Sometimes it's not clear where the rap groups end and the gangs begin.

But not all drill music is about gangs and violence. Raps can be about anything, such as politics, family, friendships and love. The YouTube video about a new way of life was by a drill group called the Hope Dealers. Many of the rappers in the group have experienced crime, but they have decided to take control over their own lives and look for an alternative. 4____ A recent study by a university in the UK found that most drill fans preferred listening to positive lyrics. In fact, positive raps attracted twice as many comments and views as negative raps.

But whether you think drill music is a good or a bad influence, it *is* providing an escape for disadvantaged young people. Posting raps on YouTube and taking part in concerts is a way for people to make money without joining gangs and committing crimes. 'We can't say that music itself is dangerous,' says one rapper, who reacted with disbelief when his drill video was taken down by YouTube. 'The songs talk about violence because it's part of our lives. But we're escaping from that, and we're taking people with us.'

A short film called *Ban Drill* makes the same point. It tells the story of a young man called Jayden, who is in prison for committing armed robbery with his gang. 5____ He leaves prison, gives up his life of crime and tries to make a career as a musician. The film has two endings. In the first, Jayden posts his raps on YouTube, becomes a successful musician, settles down and starts a family. In the second, his video is taken down from YouTube because of the lyrics, and he goes back to his gang and a life of crime. In other words, drill music can help him escape, as it does for many people in real life. 'If we didn't have music,' says another rapper, 'my friends and I would probably be in prison. It has certainly had a huge impact on our lives, and it has been an inspiration to us all.' So should we ban drill?

8 **Match the highlighted words in the article to definitions 1–6.**

1 something or someone that makes you want to be better
2 a strong and often unfair feeling in favour of or against something
3 what people think of someone or something based on what has happened in the past
4 what you think of someone or something when you see them
5 the ability to make someone do what you want
6 the effect something has on someone

V Insight Noun prefixes: *mis-*, *dis-*

9 **Read the sentences and match the prefixes *mis-* and *dis-* to definitions a and b.**

1 Many young people have the **misfortune** of growing up in poor areas.
2 Drill raps often **disrespect** rival gangs.

a the opposite of something, not
b wrong or bad

10 **Complete the review with the words in brackets and *mis-* or *dis-*.**

Dangerous Minds

Dangerous Minds is a film about gangs in an inner-city school in the USA. When a new teacher, Lou Anne Johnson, arrives at the high school in California, she is unpleasantly surprised. She reacts with 1__________ (belief) when her students are rude to her. It's impossible to teach them because of their 2__________ (behaviour) and unwillingness to learn. She's treated with 3__________ (respect) and some of the students call her names. Many belong to local gangs and their 4__________ (honesty) and lies about their criminal activities is shocking. But Lou Anne starts to understand the difficult lives her students lead. Many have the 5__________ (fortune) of living in areas where there is gang warfare, and some have experienced 6__________ (treatment) at home. Then one student has a 7__________ (agreement) with a member of another gang, and his life is in danger. Can Lou Anne help him in time?

11 **TASK** **Discuss the newspaper headlines. What do you think are the causes and solutions?**

Drill raps cause rise in gang crime

Gangs have taken the place of parents and teachers

Vocabulary extra ❯ Crime and punishment ❯ page 71

✓ Assess your progress Workbook page 43

Grammar First and second conditionals

1 WHAT DO YOU THINK? **Read the facts about lying. Which fact do you think is not true? Do you agree with fact 3? Why / why not?**

Lies, lies and more lies!

1 The average person will tell at least three lies in a ten-minute conversation.
2 In an average day, most of us will be lied to about 200 times.
3 65% of people think it's OK to lie in order not to hurt people's feelings.
4 98% of teens say they lie to their parents.
5 Men and women tell the same number of lies, but they lie about different things.

2 🔊 5.1 Listen to three teenagers, Charlie, Sean and Elly. What are their opinions on telling lies?

3 🔊 5.1 Listen again. Match sentences 1–6 to Charlie (C), Sean (S) and Elly (E).

1 If she asks me tomorrow if I like her new haircut, I'll say yes.
2 If they didn't ask so many questions, I wouldn't tell so many lies.
3 If he ever found out, he'd be really furious.
4 If I said what I really thought, they might get upset.
5 If you tell the truth all the time, you'll offend people.
6 Unless she learns that lying is wrong, she might become a compulsive liar.

4 REACT **Work in groups and discuss the questions.**

1 Which person in exercises 2 and 3 do you agree with?
2 Which pieces of information about lying surprised you?
3 Do you think it is ever acceptable to lie? Why / why not?

Grammar Insight

5 Study sentences 1–6 in exercise 3 and decide which conditional is used in each one. Then answer the questions.

1 Which conditional talks about a real or very likely situation in the present or future?
2 Which conditional talks about an imaginary or unlikely situation in the present or future?
3 What tenses do we use to form each conditional?
4 What does *unless* mean in sentence 6? How can you rephrase this sentence using *if*?

➔ Further reference and practice ❯ Workbook ❯ page 92

6 Complete the first and second conditional questions with the correct form of the verbs in brackets. Then work in pairs and discuss the questions.

1 What ______________ (you / do) if the weather is bad this weekend?
2 What would you do if you ______________ (see) another student cheating in an exam?
3 If you ______________ (go out) with friends this evening, what will you do?
4 How ______________ (your parents / react) if you come home later than you should?
5 If someone ______________ (ask) your friends if you were an honest person, what might they say?
6 How ______________ (you / feel) if you lost your phone?

7 **Complete the conditional sentences in the article with the correct form of the verbs in brackets.**

Could you spot a liar?

We all do it – and if we ^{1}______ (not lie), we ^{2}______ (not be) human. But how can you tell if a person is lying? What signs ^{3}______ (you / look for) if you want to spot a liar? Here are our top five tips!

1 **Eye contact** The common belief that 'liars never look you in the eye' is not true. Liars are clever and they know that if they ^{4}______ (not make) eye contact, people ^{5}______ (suspect) them, so they make sure they do.

2 **Nerves and stress** If a person lies, their nose will often go pale or red. It's sometimes called the Pinocchio effect.

3 **Telling stories** If you invented a story about why you haven't done your homework today, it ^{6}______ (probably / be) short, in the right order and without much detail. Surprisingly, if a story is true, it ^{7}______ (not be) in the correct order and it ^{8}______ (have) lots of corrections and contradictions. A liar ^{9}______ (need) to learn these things if they wanted to convince someone.

4 **Changes in body movement** If you ^{10}______ (train) yourself to spot a liar, you would learn to watch for other important clues, too: the number of times a person blinks, touches their face, scratches their head or moves their hands. Are they doing these things more than usual? Does it mean they're lying to you?

5 **Tone of voice** Speaking in a higher voice than usual can indicate a lie. For example, imagine your mum asked, 'Did you break the laptop?' If you ^{11}______ (be) guilty, you ^{12}______ (shout), 'No, I didn't break it!' in a very high tone. If you ^{13}______ (be) innocent, you ^{14}______ (answer), 'No,' in your natural voice.

8 🔊 5.2 **Listen to two stories and look at the photos. What did Jody and Simon lie about?**

A

B

LYCEUM THEATRE

C

D

9 **Complete the second conditional questions with the correct form of the verbs in brackets.**

1 How ______ (you / feel) about your mother changing her mind if you ______ (be) Jody?
2 If you ______ (be) Louise, ______ (you / tell) your mother about Jody?
3 If Jody's mother ______ (find out) about the lie, how ______ (she / react)?
4 If Simon ______ (offer) you some headphones, ______ (you / take) them?
5 What ______ (Simon / do) if he ______ (find out) that Jack knows the truth?
6 If Jack ______ (tell) his classmates about Simon, what ______ (happen)?

10 **Work in pairs. Take turns to ask and answer the questions in exercise 9. Give reasons for your answers.**

11 **TASK** **Work in pairs. Read situations 1–3 and discuss what you would do. Think of at least three possible options for each situation. Then compare your ideas with another pair.**

1 You are at a friend's house. By accident, you break a game controller, but nobody sees you do it.

2 You are taking an exam. Your friend is sitting next to you and you see them copying the answers from a piece of paper they have hidden in their sleeve.

3 Your friend has bought you a present for your birthday. You open it in front of them and you see a bright pink jumper. You hate pink.

✓ **Assess your progress**
Workbook page 43

5c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Read the statements. Which ones do you agree with? Why? Work in pairs and discuss your opinions.

1 It's a sign of weakness to apologize to people.
2 Saying sorry can be difficult for some people.
3 Men apologize more than women.
4 Some people are worried about apologizing in case the apology is not accepted.
5 Accepting an apology is difficult for some people.

2 🔊5.3 Listen to the introduction to a radio show. Which of the things in exercise 1 do the speakers mention?

3 🔊5.4 Listen to the whole radio show and choose the correct answers.

1 The presenter says that
  - **a** some people never make mistakes.
  - **b** she never makes mistakes.
  - **c** everybody makes mistakes and no one is perfect.

2 The psychologist says that some people don't like apologizing because
  - **a** they don't like dealing with other people's problems.
  - **b** they don't like saying they are wrong.
  - **c** they don't like rejecting other people.

3 For some people, apologizing is a sign of
  - **a** weakness.
  - **b** strength.
  - **c** power.

4 Avoiding situations where you have to apologize is
  - **a** not realistic at all.
  - **b** easy to achieve.
  - **c** possible in childhood.

5 If people decided not to apologize,
  - **a** nothing would happen.
  - **b** they wouldn't trust each other.
  - **c** they would still have lots of friends.

6 According to the psychologist, it's more important to
  - **a** make things right than to be right.
  - **b** be right than to lose friends.
  - **c** have lots of friends than to keep apologizing.

4 REACT Discuss the questions.

1 Do you agree with the psychologist's statement that 'It's more important to make things right than to be right.'? Why / why not?
2 In what ways can saying sorry make things right, in your opinion?
3 Do you find it easy or difficult to apologize to people?

V Insight Three-part phrasal verbs with *to* and *with*

5 Study the highlighted phrasal verbs in questions 1–8. Match them to definitions a–h.

1 What excuses do you come up with for forgetting to do homework?
2 Do you ever try to get away with not buying a ticket when you travel by train or tram?
3 When was the last time something did not live up to your expectations?
4 Do you always own up to your mistakes immediately?
5 When do you get round to starting revision for exams? Do you leave it until the last minute?
6 Do you find it easy to put up with situations you don't like?
7 If you don't do well at something, what do you put it down to?
8 Do you fall out with your friends a lot? Why?

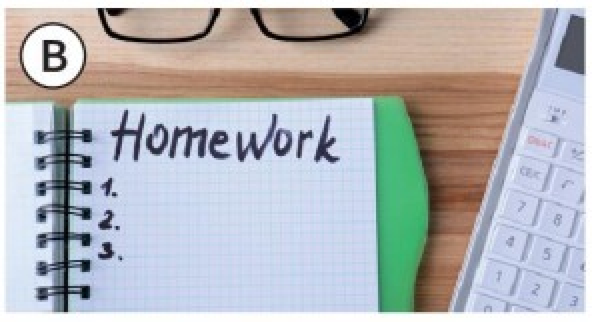
a tolerate someone or something that is unpleasant without complaining
b admit you are responsible for something bad or wrong
c understand that something is caused by something else
d do as well or be as good as you or other people expect
e do something wrong and not be punished for it
f find the time to do something
g have an argument with someone so you are not friendly with them any more
h think of an idea or suggestion

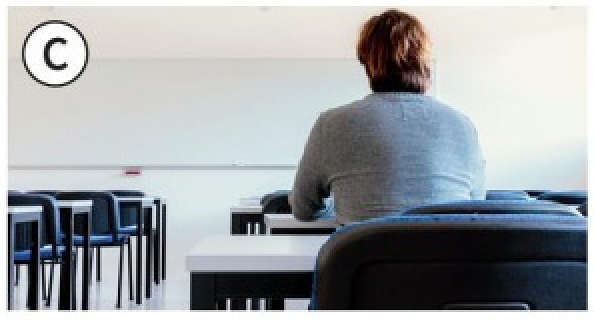
6 TASK Work in pairs. Take turns to ask and answer the questions in exercise 5. Give examples.

Speaking Apologizing and accepting apologies

7 **Do you think it's important to apologize if you've made a mistake? Why / why not?**

8 **5.5 Listen and match dialogues 1–6 to photos A–F.**





F
Departures
Next Fastest Train
Subsequent Departures

9 **5.5 Complete the table with phrases from the dialogues. Listen again and check.**

Apologizing	Accepting apologies
Informal apologies I'm very / so / ^{1}_________ sorry. I'm sorry. I didn't ^{2}_________ to … . I feel so / very / really ^{3}_________ (about …).	**Accepting informal apologies** That's OK. Never mind. It doesn't ^{7}_________. I forgive you. Don't worry about it.
Formal apologies I do ^{4}_________ for … . We ^{6}_________ for … . I'd like to apologize for … . It was very inconsiderate of me. Please accept ^{5}_________.	**Accepting formal apologies** That's quite ^{8}_________. Let's say no more about it.

10 **5.6 Match sentences a–g to gaps 1–6 in the dialogue. There is one phrase that you do not need. Listen and check. How does Leo feel?**

a I regret to inform you
b I forgive you
c I'm really sorry
d Never mind
e It really doesn't matter
f I feel really bad about it
g Don't worry

Leo Hi, Sophie. I can't wait for Saturday. Do you think you'll still be able to help me in the afternoon?
Sophie Saturday? What's happening on Saturday?
Leo Don't you remember? You said you'd help me set up the hall for Oli's surprise party.
Sophie Oh no, I'd completely forgotten, Leo. ^{1}____. I'm going to visit my brother this weekend. I haven't seen him since he started university. Maybe I could do something before the weekend to help out?
Leo I don't think so. The rest of the preparation has to wait until Saturday.
Sophie ^{2}____ now. Oli won't be happy with me.
Leo ^{3}____. Joe and Molly are around. I'll ask them to help. ^{4}____.
Sophie I can't believe I've done that, Leo. You know what I'm like! I've got an awful memory.
Leo ^{5}____ about it. ^{6}____ this time. I'm not going to fall out with you about it.
Sophie Thanks for being so understanding. I don't know how you put up with me!
Leo Me neither sometimes!

GS Global skills Saying sorry in English

British people say sorry even when they aren't apologizing. The word 'sorry' can be used to interrupt a conversation, to ask someone for something or when you don't hear something properly. It's important to be aware of the context when you hear the word 'sorry' in English.

11 **In what situations do people say sorry in your country?**

12 **TASK** **Work in pairs. Choose a situation and role play a dialogue. Student A, explain the situation and apologize. Student B, listen and accept or do not accept the apology. Then swap roles and choose a new situation.**

1 You posted an embarrassing photo of your partner on social media without their permission.
2 You borrowed your partner's leather jacket for a party. You ripped it.
3 You work in a café. A customer complains that you've given them the wrong cake.
4 You borrowed your partner's phone. You dropped it and now it doesn't work.

✓ Assess your progress
Workbook page 43

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 In your country, at what age can you do the things in the photos?
2 Do you think age limits are necessary? Should people be able to do these things when they are younger?
3 What's the legal age in your country that someone is considered 'an adult'? Do you agree with this? Why / why not?

2 Read the article. Which paragraph A–F mentions the things in 1–6?

1 The different years people celebrate coming of age.
2 Why the voting age is 18 in some countries.
3 The age when our minds and bodies reach maturity.
4 How industrialization changed our ideas about childhood.
5 The age when most people are recognized as adults.
6 There is no magic number for becoming an adult.

V Insight Synonyms: the law

3 Study the highlighted adjectives in the article. Then replace the adjectives in italics in sentences 1–6 with the highlighted adjectives in the article.

1 Laws are often *limiting* for teenagers in relation to when they can do full-time work.
2 In some countries voting is *compulsory*.
3 Is it *reasonable* for a 10-year-old child to be criminally responsible?
4 I think it's ridiculous that tattoos are *illegal* for 16-year-olds.
5 Should wearing seatbelts in cars be *voluntary*?
6 When you're 16 in Brazil, you can vote. Is this *allowed (by law)* in your country?

GS Global skills Culture

4 Discuss the questions.

1 Consider the activities and ages in the article. Are the laws and ages similar or different in your country?
2 Which age is the right age? Why can:
    - 15-year-old children be criminally responsible in Denmark, whereas in the UK you can be criminally responsibly at 10?
    - 14-year-olds ride mopeds in Switzerland, whereas in Austria you have to be 16?
3 Should all countries adopt the same age limits?

Is 18 the magic number?

A Teenage years are a time for independence, when you can make life decisions on your own. In many countries, 18 is the magic number. It's the age where you become a 'full' citizen. Want to vote in an election? No problem. Get married? It's legal now – you don't have to have your parents' approval. But have you ever wondered: why 18?

B It's all to do with development

If you think that most teens stop growing at 18, you'd be wrong! Recent studies have shown that puberty can start as young as 10 and that our bodies can carry on developing into our 20s. Our brains also grow and mature until age 25! In other words, before that age, we are more likely to make bad decisions in stressful situations.

Some people say that laws should change to take this into account. In England and Wales, for example, the criminal age of responsibility is 10, but is this really fair? It's difficult for a 10-year-old to understand the consequences of their actions. In the UK, 16-year-olds can get a driving licence, but should they? Car accidents are the biggest cause of death for people aged 16–21.

C Maybe it's because of tradition

Another explanation could be traditional coming of age ceremonies. In the past, these ceremonies gave you adult status and responsibilities. But different countries celebrate different ages, and most of them happen before 18. Brazil celebrates *Sateré-Mawé* at 13, and Japan has *Genpuku* at 14. However, in modern societies, these ceremonies do not give you legal rights. Full adult responsibilities come at the age when you can vote – 18.

D Old enough to fight, old enough to vote

But 18 as the legal voting age is quite recent. In Japan, the voting age was 20 until 2018. People thought that increasing civic responsibility would encourage young people to engage more with social issues – although voting is still optional and not obligatory (in other words, you don't have to vote). In the US, the voting age changed from 21 to 18 in 1971. 18-year-olds started asking for this right

during World War II, when the age to join the army went down to 18. That's when the slogan 'Old enough to fight, old enough to vote' became popular. Today in the UK, you can join the army at 16, but you may not vote until you are 18. So, should 16-year-olds be allowed to vote?

Ⓔ What about work and education?

Hundreds of years ago, children often worked at home or as apprentices. Childhood ended at the age of seven, as that's when people thought you knew the difference between right and wrong. However, during the industrial revolution, children started working long hours in factories and needed more protection. As a result, by the early 20th century, laws became more restrictive in Europe and the USA, and children were prohibited from working full-time. School became compulsory up to 16 or – you guessed it – 18.

Ⓕ So is 18 really the magic number? Is there one age we can definitely say we are adults? Voting, working full-time, finishing school and getting married are all important milestones, but the age young people can do these things varies from country to country. You can't work at 13 in one country, but you can in another. You mustn't get a tattoo at 16, but you may get married with your parents' consent. You must attend school or maybe you have to join the army. There is even an argument that adult privileges should start later than 18, as young people are reaching key milestones later. People are staying at school for longer, delaying marriage and living with their parents until they are in their 20s. Perhaps 21 should be the new magic number. What do you think?

Grammar Modals of obligation, prohibition and permission

Grammar Insight

5 Study the underlined modal verbs in the article and answer the questions.

Which modal verbs mean:

1 it is necessary to do this? __________, __________
2 you are allowed to do this? __________, __________
3 it is not necessary to do this, but you can if you want to? __________
4 you are not allowed to do this? __________, __________, __________

We usually use *must* when the speaker has decided that something is important and *have to* when someone else has decided this. However, in many situations, we can use *must* and *have to* in the same way.

➔ Further reference and practice ❯ Workbook ❯ page 93

6 Study the sentences. Is there a difference in meaning between sentences a and b?

1 **a** I have to buy the club football shirt if I want to play.
  b I must buy a new club football shirt – I've lost my old one.
2 **a** We don't have to bring our books into the exam.
  b We mustn't bring our books into the exam.
3 **a** You can't eat food in the library.
  b You mustn't eat food in the library.
4 **a** You can leave your books in a school locker.
  b You may leave your books in a school locker.

7 Rewrite the sentences using the words in brackets so that they have a similar meaning. Do not change the words in brackets.

1 It is compulsory to wear a school uniform at our school. (have to)
2 In Spain, you are allowed to ride a moped at 15. (can)
3 You are not allowed to use Snapchat until you're 13. (mustn't)
4 You do not have permission to talk in the exam. (may not)
5 In most countries, it's essential to wear a seatbelt in a car. (must)
6 It is not necessary for you to revise because the test has been cancelled. (don't have to)
7 In my country, you are not allowed to vote if you're not 18. (can't)
8 You have permission to enter the exam room now. (may)

8 TASK Which of the things below is it necessary / not necessary for you to do? Which of them are you allowed / not allowed to do?

■ go to a nightclub ■ have a credit card
■ have a TikTok account ■ join a gym ■ live on your own
■ open a bank account ■ ride a motorcycle
■ start your own YouTube channel ■ work full-time

➔ Vocabulary extra ❯ Law and order ❯ page 71

✓ Assess your progress Workbook page 43

Watch the video *An English education* online

5E Writing A cause–effect essay

Planning for writing

1 **Look at the photo and read the headline. Discuss the questions.**

1 What do you think are the possible problems of installing CCTV in classrooms?
2 What do you think is more important: personal safety or privacy?

What would the effects be of installing CCTV in classrooms?

2 **Read the model essay on page 69. Which of your ideas from exercise 1 does it mention?**

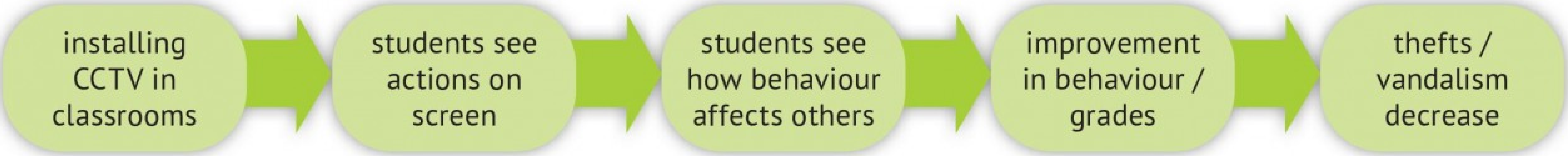
Writing Insight Expressing cause and effect

3 **Study the highlighted words and phrases in the model essay. Which ones express cause and which ones effect? Complete the language boxes.**

4 **Choose the correct words. Does each sentence express cause or effect?**

1 Reducing the voting age to 16 will **result in** / **consequently** a better future for the younger generation.
2 Not having a vote can **therefore** / **mean** young people feel they have no voice.
3 The Scottish government listened to teenagers and **that's why** / **because** they lowered the voting age to 16 for the Scottish referendum.
4 16-year-olds are now becoming more involved in politics. **This means that** / **Because of** they can discuss issues that are important to them.

5 **Read the strategy and look at the flow chart. Which paragraph of the model essay includes these causes and effects?**


installing CCTV in classrooms
students see actions on screen
students see how behaviour affects others
improvement in behaviour / grades
thefts / vandalism decrease

Strategy Using a visual organizer

Visual organizers like flow charts can help you to organize and order ideas clearly. In a series of events, several causes and effects can occur. You can link these ideas together in a chain. Using visual organizers helps you to structure your writing in a cohesive way.

6 **Create your own flow chart for paragraph 3 of the model essay.**

LEARNING OBJECTIVES | Write a cause and effect essay | Use a visual organizer to structure your writing | Use words and phrases to express cause and effect | **5E**

The effect of installing CCTV in classrooms

BY CARA AUSTIN

This essay will consider the effect of installing CCTV in classrooms.

The introduction of CCTV in all classrooms will improve a number of areas of school life for staff and students. One ongoing issue in a lot of schools is bad behaviour, which results in less teaching and learning. Installing CCTV in classrooms would have a positive impact on teaching and learning because students would see for themselves how their bad behaviour affects other people. After seeing their actions on a screen, more students would think about the effect of their actions on others. This will mean an improvement not only in behaviour but also in students' grades. Thefts from lockers and classrooms as well as vandalism of school property would also decrease because of CCTV, and students and staff would feel safer.

If every classroom has CCTV, there will be other problems. Installing CCTV in every classroom will make people feel safer because they will know they can always be seen. However, this will also result in some students being unhappy about the invasion of privacy, how the images will be used and who has access to them. Consequently, some students have discussed taking strike action to protest. If they take strike action, that means that they would miss lessons. Since missing lessons means not learning, this would therefore have a negative impact on their grades.

This essay has highlighted the main effects of installing CCTV in all classrooms in schools. Since the use of CCTV can have a positive impact not only on behaviour but also on other areas of school life, I think the effects are definitely more positive than negative.

In a cause and effect essay, introduce the topic, then use a topic sentence to introduce each paragraph. Include the causes and effects in each paragraph before you sum up.

Expressing
1 __________

When you want to express why something happens, use words and phrases like: *because*, *because of*, *since*, *as*, *due to*, *owing to*, *that's why*.

Expressing
2 __________

When you want to express what happens as a result of something else, use words and phrases like: *so*, *therefore*, *consequently*, *as a result*, *the effect of*, *mean (that)*, *result in*.

Writing your essay

The causes and effects of telling lies
The effects of social media on communication skills
Why copying homework leads to less confident students

PLAN **Read the task. Choose a topic for your essay and check you understand it.**

Make notes about your ideas. Include two causes and two effects. Use a flow chart to help you organize your ideas. Think about the words and phrases you will use to express cause and effect.

Create an essay plan with your ideas. Plan to write four paragraphs. Use your flow chart to help you decide the order of the information you will include in the cause and effect paragraphs.

Paragraph 1: introduce the topic briefly and explain the purpose of your essay.
Paragraph 2: introduce your first point and link the causes and effects.
Paragraph 3: introduce your second point and link the causes and effects.
Paragraph 4: summarize, make a suggestion or prediction, or give your opinion.

WRITE **Write a first draft of your essay. Use the model essay and your plan to help you.**

REVIEW **Check your essay. Use the checklist to help you.**

Have you:
- included the information in the task?
- used a visual organizer to structure your ideas?
- organized your essay into four paragraphs?
- used words and phrases for cause and effect?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 43**

Review 5

Vocabulary

1 Choose the correct words.

1 He has been an **impression** / **inspiration** to many of his students.
2 She felt she was losing **control** / **bias** of her life.
3 First **impacts** / **impressions** can be misleading.
4 The judge was accused of political **bias** / **inspiration**.
5 The changes have had a huge **control** / **impact** on young people's lives.
6 The company has an excellent **reputation** / **bias**.

Marks ___ / 6

2 Add negative prefixes to the words below and match them to the definitions.

■ agreement ■ behaviour ■ belief ■ fortune ■ honesty ■ respect ■ treatment

1 the feeling of not believing in something: __________
2 the act of showing that you don't think someone is important: __________
3 bad luck: __________
4 the act of not telling the truth: __________
5 the act of behaving badly: __________
6 a refusal to agree: __________
7 an unkind or unfair way of treating someone: __________

Marks ___ / 7

3 Complete the phrasal verbs in the text.

Help! I've fallen [1]__________ with my mum after an argument. She's always criticizing me and I never live up [2]__________ her expectations. She says I never get [3]__________ to tidying my room, but I do it every year! She says I'm always coming up [4]__________ excuses for avoiding housework, but I'm allergic to cleaning products! Of course, I know I'm not perfect, but I always own [5]__________ to my mistakes. I can't put [6]__________ with the situation any more.

Marks ___ / 6

4 Replace the words in brackets with the words below.

■ fair ■ legal ■ obligatory ■ optional ■ prohibited ■ restrictive

There are lots of rules about driving in the UK, saying what is [1]__________ (lawful) and what isn't. It is [2]__________ (illegal) to hold a mobile phone while driving. Wearing a seat belt is also [3]__________ (compulsory). Drivers also need to obey strict speed limits. Some people complain that speed cameras are not [4]__________ (just), and that the maximum speed limits in the UK are too [5]__________ (limiting). However, the police argue that staying safe should not be [6]__________ (voluntary)!

Marks ___ / 6

Grammar

5 Complete the first and second conditional sentences with the correct form of the verbs below.

■ ask ■ feel ■ get ■ introduce ■ not laugh ■ not send ■ not tell ■ see

1 If you __________ a friend stealing, would you tell anyone?
2 If you do some volunteering, you __________ good.
3 My parents will help me if I __________ into trouble.
4 If I ruled the country, I __________ some new laws!
5 Life would be easier if we __________ any lies.
6 If Jo __________ for help today, what will you say?
7 I __________ any shoplifters to prison if I were a judge.
8 If you tell me your secret, I __________ at you, I promise.

Marks ___ / 8

6 Complete the first and second conditional sentences with the correct form of the verbs in brackets.

1 Girl: I __________ on holiday if I __________ the lottery. (go, win)
2 Shoplifter: If I __________ something I like, I __________ it. (see, take)
3 Shop owner: If we __________ anyone shoplifting, we __________ the police. (see, call)
4 Teacher: I __________ cheating in exams illegal if I __________ the world. (make, rule)
5 Politician: The streets __________ safe if we __________ crime. (not be, not reduce)
6 Good liar: My mum __________ me if I __________ the dog broke it. (believe, say)
7 Elderly man: If I __________ a police officer, I __________ to be an athlete. (not be, like)
8 Friend: I __________ for your coffee if you __________ me. (pay, forgive)
9 Judge: If people __________ any crimes, I __________ an easy life. (not commit, have)

Marks ___ / 9

7 Complete sentence b so that it has a similar meaning to sentence a. Use the words in brackets.

1 a It's compulsory for students to wear a tie.
  b Students ____________________. (must)
2 a Joining after-school clubs is optional.
  b Students ____________________. (don't have to)
3 a We insist that students arrive on time.
  b Students ____________________. (have to)
4 a We allow students to bring in mobile phones.
  b Students ____________________. (can)
5 a Making calls in lessons is prohibited.
  b Students ____________________. (mustn't)
6 a Having school lunches isn't compulsory.
  b Students ____________________. (don't have to)
7 a Students aren't permitted to eat in class.
  b Students ____________________. (may not)
8 a Students have permission to wear rings.
  b Students ____________________. (can)

Marks ___ / 8

Total ___ / 50

Vocabulary extra 5

Crime and punishment

1 **Match the nouns below to definitions 1–12.**

■ armed robber ■ community service ■ gang violence ■ internet fraud ■ knife crime ■ life sentence ■ mugger ■ prison term ■ shoplifter ■ speeding fine ■ traffic offence ■ vandal

1 committing crimes using physical force in a group
2 someone who attacks and robs people in a public place
3 someone who steals goods from a shop
4 breaking the rules when you're driving
5 having to help others in a particular area
6 someone who uses a gun to steal something
7 carrying a sharp weapon to threaten people
8 having to pay money for driving too fast
9 a period of time in jail
10 cheating somebody online to get money or goods
11 having to stay in prison until death
12 someone who deliberately damages public property

2 **Write the words in exercise 1 in the correct group.**

1 **Crimes:** ____________, ____________, ____________, ____________
2 **Criminals:** ____________, ____________, ____________, ____________
3 **Punishment:** ____________, ____________, ____________, ____________

3 **Match the words in exercise 1 to the headlines.**

1 Teens destroy museum
2 Three years for security guard who stole painting
3 Car drivers to pay €500 for going over the limit
4 *Serial offender to spend the rest of his days in jail*
5 Actor to pay £1,000 for dangerous driving
6 Man tricked into posting bank details on website
7 Model sentenced to pick up rubbish for 104 hours
8 Teenager stabbed on crowded city street
9 Couple attacks joggers in park
10 Masked woman holds bank clerk at gunpoint
11 Teens terrorize own neighbourhood
12 Youth steals £300 worth of goods from supermarket

Law and order

1 **Complete the table with the prepositions below.**

■ for ■ from ■ of ■ to

1 ________	2 ________
admit have the right sentence somebody	approve rob somebody take account
3 ________	4 ________
be responsible blame somebody punish somebody	deter somebody prohibit somebody release somebody

2 **Match the verbs and prepositions in exercise 1 to definitions 1–12.**

1 steal something
2 say that something is somebody's fault
3 let somebody come out of a place
4 think that something is good
5 cause something
6 consider the facts when making a decision
7 say that you have done something wrong
8 give a punishment officially in court
9 make somebody suffer because they have done something wrong
10 be able to do something by law
11 use authority to stop something being done
12 make somebody decide not to do something

3 **Complete the text with the correct prepositions.**

Police have found the man they believe is responsible [1] ________ the car thefts in Ivybridge, Devon. They think that the suspect, 18-year-old Larry Anderson, has robbed at least ten of the villagers [2] ________ their cars in the last three months. Anderson was caught breaking into an Audi last night. He admitted [3] ________ the crime on the spot, although police told him he had the right [4] ________ remain silent.

Many of the residents of the village blame the boy's parents [5] ________ his crimes. Anderson's father was recently released [6] ________ prison after serving a long sentence for armed robbery. His mother has been repeatedly punished [7] ________ shoplifting. It is said that both parents approved [8] ________ their son's life of crime and they never prohibited him [9] ________ taking other people's property, even when he was a child.

Residents know that the court may take account [10] ________ Anderson's situation, but they hope that the judge will sentence him [11] ________ a long term in prison, which will deter him [12] ________ stealing in the future.

GS Global skills Understanding cultures

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Write a definition of the word ‘culture’. Then compare it with your partner’s definition. How are your definitions similar and different?
2 What do you think the culture of a country or region consists of?
3 How would you describe the culture of your country or region? Is it easy or difficult to do this? Why?

2 Read the blog post and match headings a–d to parts 1–4.

a We never stop learning about cultures
b We all need to feel recognized as individuals
c We all belong to lots of different cultures
d Discovering other cultures teaches us about our own

What I’ve learned about culture from studying abroad

Name: Candela
From: Cádiz, Spain
Lives: London
Studies: graphic design

Posted on 22 June | 7.38 p.m.

Well, that’s it! My year in London is over and I’m flying home tomorrow. I’ve learned so much from this experience – not only about British culture but also about my own cultural identity. In this post, I want to share four important lessons that I hope I’ll never forget.

1 ____

In my halls of residence, there are students from all around the world. We’ve spent hours discussing ‘my culture’, ‘their cultures’ and ‘British culture’. I’ve learned some really interesting stuff about China, Brazil, Scotland and Japan. But do you know what else I’ve learned? National or regional culture isn’t easy to define and it’s only one part of our identity.

Many people belong to more than one culture. Maybe they’ve lived in more than one place or maybe members of their family have. And, of course, we all belong to lots of smaller local cultures, too – our schools and workplaces, our families and friendship groups, our cities, towns and villages. They’re all cultures, with their own rules, values and ways of doing things.

2 ____

Before this year, I’d never lived outside of my home town and neither had most of my friends. Because we’d grown up together, we had similar habits and ideas.

The UK isn’t very far away, but I’ve still noticed quite a lot of cultural differences. I’ve realized that things that I’d just accepted as normal everyday activities – like the way I make coffee or what time I eat meals – were part of my cultural identity. I discovered that culture is more than just art, music, festivals and national dishes. It can include all kinds of things and we can’t really reflect on our own culture until we compare it to someone else’s.

3 ____

It sounds obvious to say that stereotypes can be hurtful, but now I feel I really understand why. One girl on my design course kept making comments about Spain. I think she was trying to be funny, but it really upset me. She didn’t understand who I was – her ideas about me and my country simply weren’t true. And I felt that she only saw my nationality, not who I was as a person. I think there’s an important difference between showing an interest in someone’s culture and mentioning it all the time. In the end, we all want the same thing: for people to see who we really are and treat us as individuals.

4 ____

There was a boy on my course who had studied in Tokyo for a year and thought he knew everything about Japanese culture. My Japanese friends used to laugh about it, but I could see they were annoyed sometimes. It made me think of the famous quote: ‘A little learning is a dangerous thing.’ It’s easy for us to generalize about a culture and think we know more about it than we do. But we can’t say that we know any culture fully – not even our own – because cultures are constantly changing and influencing each other. Learning about other cultures is fascinating and we can definitely get to know them better, but we need to keep an open mind and be willing to carry on learning.

3 **Read the blog post again and answer the questions.**

1 Where did Candela spend her year abroad and what did she do there?
2 Where were some of the other students in her halls of residence from?
3 What examples of cultural differences between Spain and the UK does she give?
4 Why did she feel upset when one of her course mates kept mentioning her nationality?
5 Why does she say that it isn't easy to know a culture completely?

4 **Match the highlighted words and phrases in the blog post to definitions 1–6.**

1 beliefs about what is right and wrong and what is important in life
2 be prepared to accept new ideas
3 assume that every person in a group is the same and not look at the details
4 fixed (and often false) ideas that a lot of people have about a particular group
5 the feeling of belonging to one or more cultural groups
6 recognize that each person is unique

5 **Work in pairs and answer the questions.**

1 Which of the four lessons in the blog post did you find the most useful or interesting? Why?
2 What cultures are part of your cultural identity? (Think about global, national and local cultures.)
3 What stereotypes are there about people from your country or region?

6 **Read the tips. How and when have you applied, or could you apply, these tips in your own life?**

Respecting other cultures

When we show respect for other people's cultures, it benefits everyone: it helps us to learn and helps others to feel accepted. We can do this by:

☐ remembering that cultures are complex. Cultures are difficult to define and are changing all the time. We all belong to lots of cultures, not just one national or regional culture.
☐ looking for similarities as well as differences. Cultures might look different on the surface, but we can usually find things in common if we try.
☐ reflecting on our own culture. We can try to imagine how our culture appears to others. Even better, we can talk to people and ask them. This can help us see that there are different ways of thinking and doing things.
☐ learning to be flexible. Respecting and adapting to other cultures doesn't mean losing our own identity. We can all learn to do things in more than one way, just as we can appreciate different kinds of food, music and art.
☐ treating people as individuals. Avoid stereotypes. Keep an open mind, ask people questions and listen carefully to their answers.

7 **PROJECT** **Work in groups. Follow the instructions to create a poster exploring cultural differences in one of the areas below.**

■ body language and personal space
■ clothes and fashion ■ education and learning
■ family work ■ food and meals
■ language and communication ■ the arts ■ time

1 Choose one of the topics. What ideas, attitudes and rules are typical of your culture in relation to this topic?
2 How do people from other cultures think differently about this topic? What do they do differently? Do some research.
3 Create a poster showing important cultural differences related to this topic. Include at least three different cultures. (You can also include your own.)

✓ **Assess your progress** Workbook page 126

Video Understanding cultures

Watch the video to find out what cultural identity means to Harry, Madina, Adil and Emma.

6 At a price

Reading and vocabulary

1 WHAT DO YOU THINK?
Discuss the questions.

1 Do you agree or disagree with these statements? Explain why.
2 Why do businesses want to work with influencers?

Social media influencers:
- are good role models.
- give good advice.
- can't be trusted.

2 Read the article. Which of the statements in exercise 1 would the writer probably agree / disagree with?

3 Read the article again and choose the correct answers.

1 Why do people listen to and follow Lil Miquela?
  a Because they believe in her.
  b Because they like her style and way of life.
  c Because they respect her.
  d All of the above.
2 How did most people react when they realized Lil Miquela was an avatar?
  a They were disappointed.
  b They didn't mind.
  c They were annoyed.
  d They didn't follow her any more.
3 How is Lil Miquela different from other influencers?
  a She is expensive for companies.
  b She can be trusted.
  c She makes mistakes.
  d She is programmed to persuade.
4 How is Lil Miquela different from old human simulations?
  a She is more believable.
  b She has human friends.
  c She educates children.
  d She is created by companies.
5 According to the writer, how is Lil Miquela similar to other influencers?
  a She is a good role model.
  b She has an unrealistic lifestyle.
  c She gets tired.
  d She sometimes has bad days.

4 REACT Work in pairs and discuss the questions.

1 Do you agree that there aren't many differences between Lil Miquela and real influencers?
2 Are psychologists right to be worried about influencers like Lil Miquela? Why / why not?

V Insight Advertising

5 Study the underlined verbs in the article. Then match them to definitions 1–8.

1 talk someone into doing something
2 study something in more detail
3 lie to someone
4 have an effect on someone's ideas and choices
5 advertise something for the first time
6 show something, so people can look at it
7 advertise a product and encourage people to buy it
8 aim something at someone

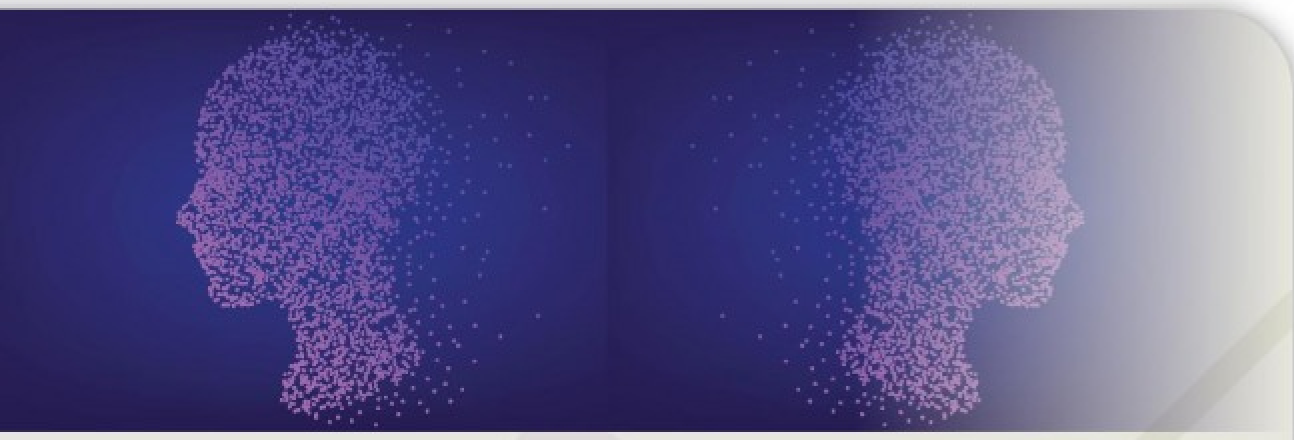
Screen queen

Lil Miquela is a successful model. Her face has been in glossy magazines and displayed on billboards around the world. She's been interviewed by *Vogue* and appeared in advertising campaigns for smartphones. She's friends with famous actors and musicians. She's even launched a music career and released her own songs.

Miquela is an influencer, too. She has 2 million followers and uses her popularity to promote luxury goods and designer brands like Prada. Companies send her free sample products and pay her to advertise. They know that people are more easily persuaded by a person they think they trust and admire, and Miquela is everything young people want to be: a social media influencer with a very cool lifestyle. 'I love your style,' says one fan. 'You're so pretty. I wish I looked like you,' adds another. Miquela has insider knowledge about what's fashionable and what isn't, she knows the best places to hang out and when the brands she wears are on special offer. She's perfect for a company's brand image and she can sell almost anything: her clothes, her mobile phone, her jewellery and even her hair products. It's not surprising she's worth more than £100 million. Miquela knows her audience and 'humanizes' the stuff she sells, but exactly how 'human' is she?

If you follow Miquela on Instagram, you might notice that she always looks perfect … almost too perfect. Maybe that's because Miquela isn't real! She's actually a computer-generated image, the creation of a Silicon Valley technology company. In 2016, when she first started posting, it wasn't clear to people what she was. When she finally told her fans 'I'm not human,' some of her younger followers were shocked – they thought she was a real 19-year-old. A few were angry – they felt they had been tricked. But the majority of people still followed her: 'I don't care if she's a robot,' said one. 'She's still cool.'

Miquela isn't real, but being an avatar has some advantages. Unlike real influencers, she never has a bad day, she never gets tired and she never makes mistakes. She's less expensive than a celebrity, and companies can control what she says and does. She's also digitally designed to



attract and influence people. Companies who create this type of avatar research how young people can be persuaded, and what type of voice and manner they trust most. They create avatars that can mimic these characteristics so they can target people effectively. In a few years, marketing agencies will be using avatars like Miquela more and more.

Should we be worried? Maybe. Human simulations have existed for years, from the music band Gorillaz to robot receptionists in smart hotels. However, social media avatars like Miquela are more realistic and engaging than ever before. Some psychologists are concerned about the effect they could have on children, especially if they are looked up to as role models. 'Avatars are confusing because they are 'mixed reality,' explains one psychologist. 'They're CGI characters, but they behave like real people and have "friends" in the real world. The companies that create them don't want to educate or empower kids; they just want to sell stuff by making us feel insecure. We need to be aware of this.'

However, although virtual influencers are specially designed to persuade us, they are not that different from real influencers. Real influencers can also have fake personalities, false friendships and unbelievable lifestyles. Perhaps it's better to have screen queens like Lil Miquela or fake people who pretend to be real ... instead of real people who are fake.

6 **Complete the text with the correct form of the verbs in exercise 5.**

How to be an influencer

When companies advertise products on TV or 1 ________ them on billboards, you know the company is 2 ________ that product. However, when influencers use their popularity to 3 ________ and sell, it looks like they're sharing information with their friends. According to one report, 70% of teens think online influencers are their 'friends'. As a result, influencers can easily 4 ________ them to buy products.

Influencers make money from the number of people who follow them, and many of them 5 ________ teens. However, it's difficult to 6 ________ a career as an influencer, so some new influencers 7 ________ companies into thinking they are popular. How do they do that? By buying fake followers. These followers, known as bots, are actually telephones connected to a central computer.

Another way to appear like an influencer is to say posts are sponsored and paid for even when they aren't. So if a company 8 ________ influencers and sees the 'sponsored' posts, they are more likely to contact the influencer and pay them for a real promotion!

V Insight Collocations: advertising

7 **Study the highlighted collocations in the article. Then replace the phrases in italics in sentences 1–8 with the correct form of the collocations.**

1 *Products that are unnecessary and very expensive*, like designer clothes and perfume, are often overpriced.
2 The best time to buy things is when they are *cheaper than usual*.
3 The *advertising and publicity* for the new fashion brand was original and fun.
4 *Weekly fashion publications* often promote products that only a few people can afford.
5 The journalist used *more information about something than other people know* in his article about influencers.
6 The *company that develops ideas for adverts* usually sells a lifestyle and not just a product.
7 When influencers promote *examples of a product that they don't have to pay for*, they use the #ad hashtag.
8 Every company wants a strong *idea associated with its name* so they can sell more stuff and make more money.

8 **TASK** **Work in groups of three. Imagine you are an influencer and have to sell these things to other teenagers. How would you persuade them to buy?**

1 wireless karaoke mic
2 electric heated socks
3 instant print digital camera
4 electric skateboard

Vocabulary extra › Types of advertising › page 85

✓ Assess your progress Workbook page 51

6B Grammar and listening

Grammar The passive

1 WHAT DO YOU THINK? **Discuss the questions.**

1 Read the definition of 'unethical'. In what ways can companies be unethical?

unethical /ʌnˈeθɪkl/ *adjective* not morally acceptable

2 How do you know if a company or product is unethical?

2 Read the article. What do the numbers below refer to?

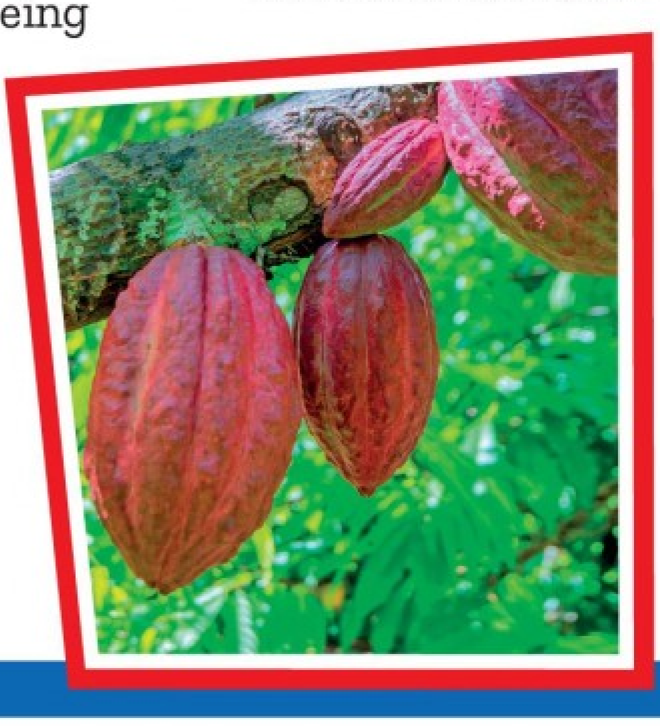
■ 60% ■ 2.5 million ■ 2.1 million ■ 30,000 ■ 100%

Crazy about chocolate, serious about people

When you're eating a bar of chocolate, have you ever stopped and asked yourself, [1]'Where have the cocoa beans for my chocolate been grown? Have the cocoa farmers been paid enough?'

[2]More than 60% of the world's cocoa is produced by 2.5 million families in Ghana and the Ivory Coast. 2.1 million children work illegally in the cocoa industry, and at least 30,000 adults and children are not paid at all for their work on cocoa farms. Things are not being shared equally in the supply chain and, until recently, [3]big profits were being made by a few large companies and the price of cocoa was kept as low as possible. However, [4]a Dutch chocolate company was made aware of unethical practices and decided its mission was to make chocolate completely slave-free. How is that being done?

Tony's Chocolonely makes sure that the cocoa beans are always purchased directly from the farmers and that they are paid enough. [5]Farmers are being encouraged to join a co-operative, a business or organization that is owned and run by all the people who work for it. [6]New farmers will be visited before they join a co-operative and in the first year, their farms will be mapped by GPS to help them work out how many people they need to work on the farm and how the land will be looked after. Farmers are then supported by the co-operatives to improve their cocoa crop and produce better quality cocoa, which will, in turn, produce more profit for them. Tony's Chocolonely works with farmers for at least five years. Tony's Chocolonely hopes that one day 100% slave-free chocolate will be everyone's first choice of chocolate.



3 REACT **What information in the article surprised you? Why? How can companies be more ethical?**

4 Study sentences a–f. What tense is used in each sentence? Match passive sentences 1–6 in the article to active sentences a–f.

a People made a Dutch chocolate company aware of unethical practices.
b They will visit new farmers before they join a co-operative.
c A few large companies were making big profits.
d They are encouraging farmers to join a co-operative.
e Where have people grown the cocoa beans for my chocolate?
f 2.5 million families in Ghana and the Ivory Coast produce more than 60% of the world's cocoa.

Grammar Insight

5 Study the passive sentences in the article again and answer the questions.

1 When do we use the passive?
2 What word do we use when we want to say who or what does the action?

➔ Further reference and practice ❯ Workbook ❯ page 94

6 **Rewrite the sentences in the passive.**

1. More than 15 years ago, a Dutch journalist had investigated child labour in the cocoa industry.
2. In 2004, Teun van de Keuken founded Tony's Chocolonely.
3. Unethical practices have forced cocoa farmers to live in poverty.
4. Some cocoa farmers were using illegal child labour.
5. Tony's Chocolonely pays the cocoa farmers a living wage.
6. More shops and supermarkets are selling Tony's Chocolonely chocolate.
7. Will people buy more bars of Tony's Chocolonely this year?

7 **Complete the text with the correct passive form of the verbs in brackets.**

More than a pair of trainers

When Sebastien Kopp and François-Ghislain Morillion were studying the working practices of large companies, they realized that what companies said and did were two different things. Although some work ^{1}_________ (do) to change working practices, real changes ^{2}_________ (not make) to farmers' or workers' lives. So, in 2004, their company Veja ^{3}_________ (create). Since the company started, their trainers ^{4}_________ (manufacture) in the same place – Rio Grande do Sul in southern Brazil – and more than half a million pairs of their trainers ^{5}_________ (sell). The materials for their original style of trainers – natural rubber and organic cotton – ^{6}_________ (purchase) according to fair-trade principles. The rubber ^{7}_________ (buy) directly from communities in the Amazon rainforest, where it ^{8}_________ (collect) by rubber tappers – *seringueiros* – and all the cotton ^{9}_________ (grow) in Brazil or Peru. The rubber and cotton producers know how much they ^{10}_________ (pay) in advance. This improves the quality of their life and they can invest in their farms. In the Veja factory, fair-trade principles ^{11}_________ (always / use). Workers work 40 hours a week, they earn more than the minimum wage and they ^{12}_________ (give) four weeks' paid vacation each year.

^{13}_________ (your next pair of trainers / deliver) in a recycled cardboard box? One thing's for sure: you ^{14}_________ (not influence) by Veja's advertising before you buy them – because they never advertise!

8 **6.1 Read the advert. Then listen to the radio programme. What is the connection between the photos?**

The Alternative Show

Did you know that:

- harmful chemicals are used in the production of leather that cause damage to the environment?
- more than 13 million tonnes of waste are produced by the pineapple industry globally each year?

This week's guest explains how workers' lives in the Philippines have been changed thanks to these two facts.

9 **6.1 Listen again and match 1–6 to a–f. Then use the information to write sentences in the passive.**

1. Piñatex
2. The chemicals that
3. Usually, pineapple leaves
4. The lives of pineapple farmers
5. Pineapple farmers
6. More products

a change by the invention of piñatex
b pay more now during the pineapple harvest
c develop over a period of seven years
d throw away with other waste during the harvest
e make from piñatex in the near future
f use to produce leather damage the environment

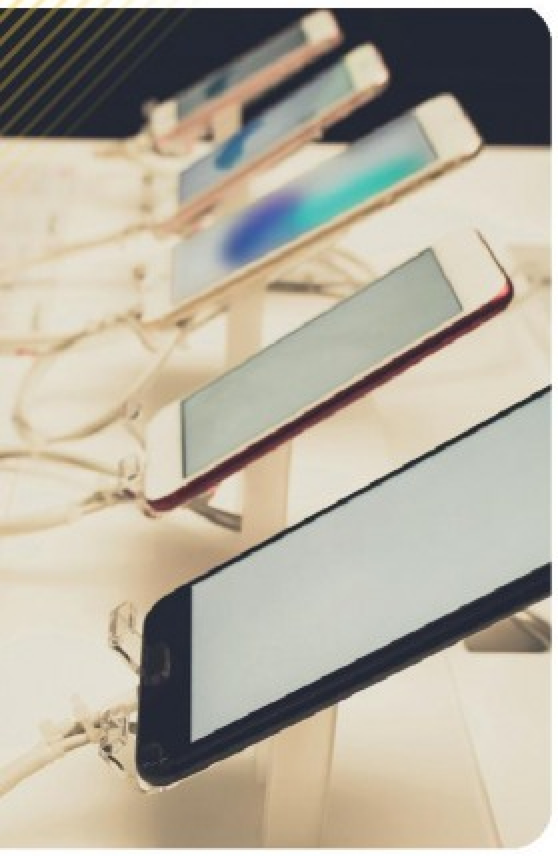
10 **TASK** **Work in pairs. Think about how you can be a more ethical consumer. Think of examples for the items below. Then use the prompts and ask and answer questions.**

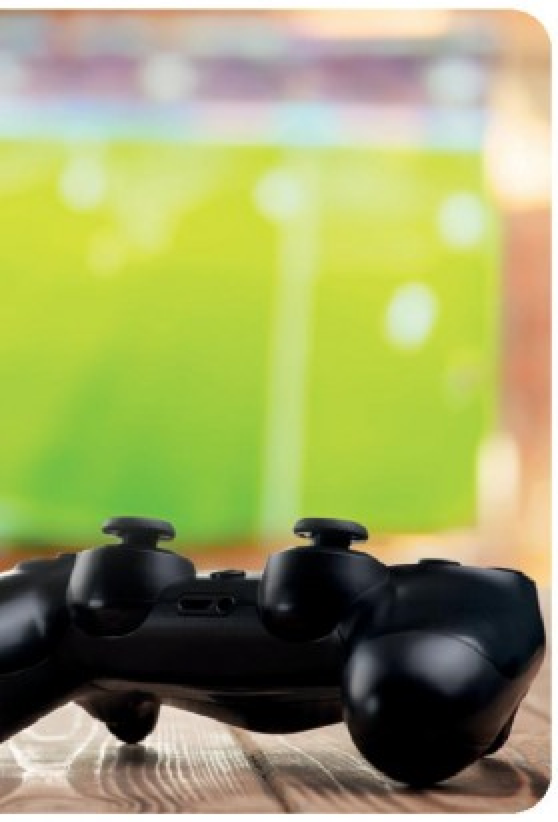
■ an item of clothing ■ food you often eat ■ one of your favourite possessions

1. where / make?
2. how / produce?
3. where / sell?
4. ethical practices / use / in the manufacturing process?
5. workers' lives / change / because of this item?

Assess your progress
Workbook page 51

6c Listening, vocabulary and speaking





Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 How much money does the average teenager spend per year?
2 What do teenagers spend their money on?

2 🔊 6.2 Listen to the first part of a radio programme and compare your ideas from exercise 1.

3 REACT Work in small groups and discuss the questions.

1 Do any of the facts from the radio programme surprise you?
2 Do you think teenagers in the UK spend more per year than teenagers in your country?
3 Do you think boys and girls in your country are different in how they spend money?

Strategy Listening for specific information

Before listening: Think about what type of information you need: a date, an amount, a measurement, a time, a place, a specific part of speech? Try to predict the information you need to complete the gaps.

While listening: Listen for words or phrases that indicate that important information is coming, e.g. *tell us about . . . , an interesting fact is . . . .*

4 Read the strategy. Then read the notes and try to predict the type of information you will need for each gap.

- Shopping online is getting more ^{1}________ but people still spend ^{2}________ times more on the high street than online.
- Teenagers in the UK must be ^{3}________ years old to get a credit card.
- ^{4}________% of UK teens aged ^{5}________ use Spotify.
- ^{6}________% of 12–15-year-olds have their own ^{7}________. But teens don't often ^{8}________; they send texts and go online.
- UK teens spend ^{9}£________ per year on trainers.

5 🔊 6.3 Listen to the second part of the radio programme and complete the notes.

6 🔊 6.3 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Nora spends a lot of money on fashion and make-up.
2 Nora doesn't think teens are influenced by advertising.
3 Nora buys online and in shops.
4 Lisa says that most people shop online.
5 One particular music app is more popular than others with British teenagers.
6 Alfie doesn't have to pay for his phone contract each month.
7 Alfie doesn't spend much money on clothes.

V Insight Describing amounts

7 Study the highlighted words in sentences 1–8. Which words mean *big* / *very big* and which mean *small* / *very small*?

1 Some teenagers spend an overwhelming £2,000 per year.
2 I get a modest £25 a month for my allowance.
3 I spend a considerable part of my monthly allowance on clothes.
4 Online shopping still represents a tiny minority of total sales.
5 I spend a huge amount of money on socializing with my friends.
6 The vast majority – a massive 83% of teens in the UK – have their own phone.
7 A large proportion of my money goes on my mobile contract.
8 The average UK teenager spends a whopping £250 per year on trainers.

8 TASK Prepare a short survey on your classmates' spending habits. Use the questions in exercise 1 and add your own. Then present the results to the rest of the class.

Speaking Expressing contrast

A

B

C

D

9 **Look at the photos and discuss the questions.**

1 Which type of shop do you think looks interesting / unusual / old-fashioned / expensive / boring?
2 What kinds of people probably shop in these places?
3 Which way of shopping would you choose?

10 **🔊 6.4 Listen to Molly and Andy talking about the photos. Answer the questions.**

1 What do they think about each photo?
2 Where does Molly normally go shopping?
3 Where would Andy like to go shopping?
4 Where are they unlikely to go shopping soon?

11 **🔊 6.4 Listen again and complete the phrases from the dialogue.**

Expressing contrast

Making contrasts between two points in the same sentence	**Starting sentences or making a contrast with a sentence before**
… shoppers do have more choice, ^{1}________ you have to decide … .	The things in photo B look like they'd be cheaper, too, ^{4}________ the things in photo A.
… it might be quite expensive, ^{2}________ the other shops look cheaper.	I shop in places like the one in the third photo. ^{5}________, it's good to try somewhere different … .
^{3}________ the shop in photo A … , I prefer the one in photo B because … .	Hmm … ^{6}________ if I were buying a present for … .

Global skills Using delaying sounds

When we are expressing contrast, we sometimes pause and use small sounds to delay our response, indicate how we feel about what the speaker has said, and whether we agree or disagree. Some common delaying sounds are: *Hmm*, *Eh*, *Uh-huh*, *Um*, *Er*.

12 **Are there similar delaying sounds in your language? What are they?**

13 **🔊 6.5 Complete the dialogue with the correct words for expressing contrast. Then listen and check.**

Joel Hey, Libby. What do you think of this designer T-shirt?
Libby Umm … It's alright, ^{1}________ it's really expensive. What about looking at a vintage website instead?
Joel No way! Vintage clothes are awful. They've been worn by someone else, ^{2}________ brand new clothes.
Libby Sometimes you get brand new things that people don't want. Or you can find something really cool that's a lot cheaper and often nicer than something new.
Joel Hmm … ^{3}________ cheaper is better, I know I'd spend a huge amount of time looking for the right thing.
Libby ^{4}________, it's much more environmentally friendly to buy second-hand.
Joel If I order something vintage online, I don't know what I'm getting until it arrives, ^{5}________ if I buy something new, I know exactly what I'm getting.
Libby Yes, ^{6}________ you can actually go into a vintage clothes shop. Then you can have a look and try things on.
Joel I hadn't thought of that.
Libby So why don't we go to a vintage clothes shop tomorrow?
Joel Hmm … maybe.

14 **TASK** **Work in pairs. Imagine it is your friend's birthday. You and your partner want to buy them some clothes. Look at the photos above and decide where you want to buy the clothes and what you want to buy. Have a conversation explaining your choice. Can you agree on a present and the place to buy it?**

✓ **Assess your progress**
Workbook page 51

Reading and vocabulary

1 WHAT DO YOU THINK? Read the definition and discuss the questions. Then read the article and compare your ideas.

> **trade** /treɪd/ *noun* the activity of buying and selling or of exchanging goods or services between people or countries

1 Why do countries trade with each other?
2 What type of goods do you think countries traded thousands of years ago?

2 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 International trade became popular during the Han Dynasty because people were wealthier.
2 The route wasn't always called the Silk Road.
3 Silk was used like money, to pay for things.
4 The Han Dynasty in China controlled all of the Silk Road.
5 Merchants often travelled alone on the Silk Road.
6 The Silk Road only spread goods between countries.
7 Marco Polo was the first European to explore the Silk Road.

GS Global skills Culture

3 Discuss the questions.

1 What were the two main reasons for the Silk Road's success?
2 Do you think countries are co-operating more today or less? Why? What effect does this have on people and society? Think about these things.
   - wealth
   - happiness
   - understanding
   - health

V Insight Trade

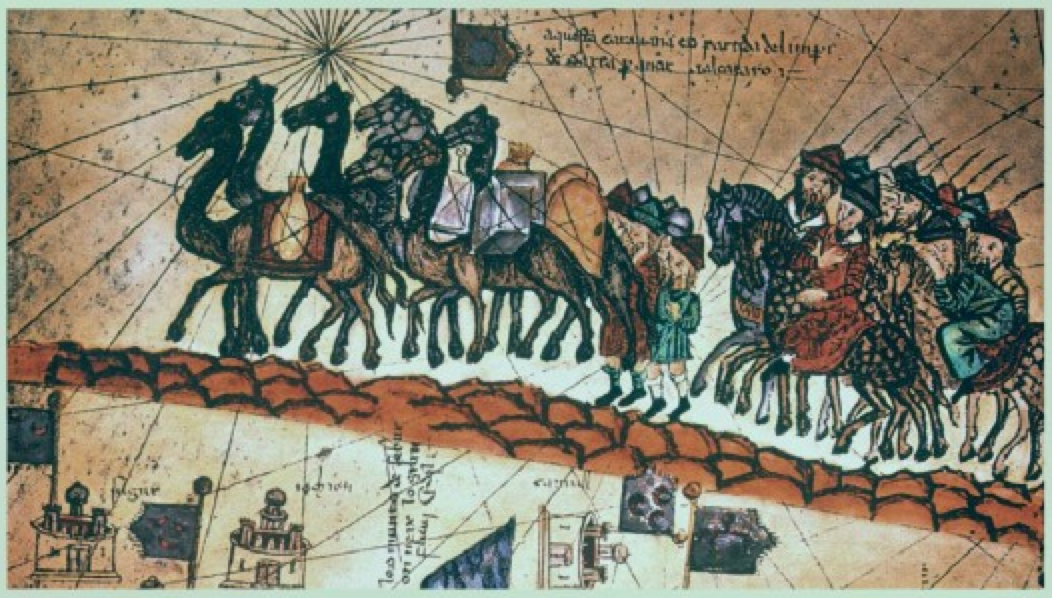
4 Study the highlighted words in the article. Then complete the sentences with the correct form of the words.

1 __________ are people who buy things and use services.
2 When you make a __________, you sell something for more money than it cost you to make or buy it.
3 We call the pattern on a product the __________.
4 When you __________ something, you make it using machines.
5 A person or company who sells goods to people in a shop is called a __________.
6 We use the word '__________' to describe companies or events that make a profit.
7 All the businesses that produce goods and services of the same kind form an __________.
8 A __________ is a general change or development.
9 To __________ is to talk about and solve a problem and come to an agreement.

The story of

In the mid 19th century, a German geographer called Baron von Richthofen made a map of the world. On the map he drew a single line connecting Europe and China. He labelled it the 'Silk Road'.

The story of the Silk Road begins 2,000 years ago, during the Han Dynasty in China. In 130 BCE, China was enjoying a period of peace and security: its citizens had a good standard of living and cities were growing quickly. People had more money to spend, so they were buying things that they wanted, as well as things that they needed. Because of this stability and wealth, trade opened with the West and a network of roads was established. This network grew until the roads covered 6,000 kilometres, going through India and Persia to Europe and the Mediterranean.



Back then, it wasn't known as the Silk Road. Each part of the road had a different name, which usually included its destination, such as 'the road to Samarkand'. However, silk was a very important item that was traded along the route. At that time, the silk industry only existed in China, and no one else knew how to produce it. It was a rare and expensive product and was even used as a currency. Romans had their clothes made from silk for special occasions, and other people used it to make ceremonial robes with beautiful designs.

The Han Dynasty traded silk along the road, as well as many other products. It controlled the trade routes from China and helped make the Silk Road a commercial success. At the same time, the Roman empire controlled most of the Mediterranean coastline. Traders and merchants* provided a link between the two empires, as both parts of the world had products that the other wanted. Many traders made huge profits as consumers were happy to pay a lot of money for spices from India, jade from China and wool from Europe. Merchants had their camels packed up with things to sell before following the long and dangerous route. Nomadic tribes* often attacked and robbed the traders, so camel caravans* travelled in large groups and sometimes had guards to protect them.

the Silk Road

But it wasn't only material goods that travelled along the Silk Road. The Silk Road brought different people and cultures into contact with each other. Merchants had to learn new languages and customs in order to trade and negotiate with different countries. As a result, knowledge, ideas and beliefs were exchanged. Science, literature and inventions such as paper-making and printing were also shared. But not everything exchanged on the Silk Road was good. Gunpowder* made its way from China to Europe and started a revolution in weapons and warfare. Slaves were bought and sold in markets all along the trade routes. Disease, such as bubonic plague, also travelled along the Silk Road. Traders who moved from place to place provided an easy way for disease to travel.

One of the most well-known Europeans to travel along the Silk Road was the Italian Marco Polo (1254–1324). In 1271, the 17-year-old explorer left Venice with his father and his uncle. They travelled around Asia for 24 years and met the powerful Mongul ruler Kublai Khan. Marco Polo wasn't the first European to make the difficult journey along the Silk Road to China, but he was the first person to write a book about it. *The Travels of Marco Polo* helped open up Asia to the West and inspired other journeys. The Silk Road Marco Polo described was the first example of globalization.

Today, trade networks and global retailers give us easy access to things that are manufactured all over the world. We follow worldwide trends and buy products that are made everywhere – from smartphones in China to perfume in France – and we get these products delivered to our homes more quickly than ever before. Globalization has come a long way, but it all started with the Silk Road.

Glossary

* merchants = people who buy and sell things for profit

* nomadic tribes = communities that move with their animals from place to place

* caravans = groups of traders travelling together across deserts and mountains

* gunpowder = powder used in bombs or fireworks

5 **Choose the correct words.**

1 Today **commercials** / **consumers** can buy products from all over the world.
2 Many factories in China **manufacture** / **advertise** technological products like smartphones.
3 The fashion **industry** / **retailer** is very competitive. Clothes shops often have sales and special offers.
4 Global companies make huge **profits** / **trends** from international trade.
5 When people don't spend money, **consumers** / **retailers** go out of business.
6 The kimono was decorated with a flowery **trend** / **design**.
7 Pop concerts are **profit** / **commercial** events, and a way for musicians to make extra money.
8 Recently, there's been a **trend** / **design** to buy from local rather than global companies.

Grammar *have / get something done*

Grammar Insight

6 **Study the sentences from the article. When do we use *have / get something done*?**

1 Romans **had their clothes made** from silk.
2 We **get these products delivered** to our homes.

Further reference and practice ❯ Workbook ❯ page 95

7 **Complete the interview with the correct form of the words in brackets.**

This week, New York city celebrates the Marco Polo Festival. NGK radio talked to a festival organizer.

Interviewer How are the preparations going?
Mario Really well. We 1 ________ (have already / the decorations / put up) in Chinatown and Little Italy, and we 2 ________ (have / posters / print) to advertise the event.
Interviewer Have you 3 ________ (get / cultural performances / organize) for this year?
Mario Yes, we 4 ________ (get / performers / book) last week – Italian opera singers!
Interviewer What about food? Will you 5 ________ (have / Italian and Chinese food / cook) at the festival?
Mario Of course! We 6 ________ (have / traditional dishes /sell) along the route. We 7 ________ (have / a giant Marco Polo / make), too. He'll parade through the streets.
Interviewer Well, we're all looking forward to it. Good luck!

8 **TASK** **Work in pairs. Imagine you are a merchant planning a trip along part of the Silk Road in 1271. Discuss what you will do or what you will have / get done before your trip. Think about these things.**

- goods you want to sell
- how you will travel
- food you'll have prepared
- clothes you'll get made
- how you will protect yourself

Vocabulary extra ❯ Consumerism ❯ page 85

✓ Assess your progress Workbook page 51

Watch the video *Fair trade* online

6E Writing A formal email of complaint

Planning for writing

1 Work in pairs and discuss the questions.

1 Have you ever bought something and returned it?
2 What was the problem?
3 What happened when you returned the item?
4 Did you get your money back?

2 Read the writing task. What sort of information will an email of complaint contain? What kind of language will it be written in?

> You bought a smart speaker, but there were problems with it.
> Write an email of complaint to a customer services department.

3 Put the information (a–f) in the order you think it will appear (1–6) in the email.

a ____ what action is expected
b ____ details of the complaint about the service
c ____ how the writer feels
d ____ reminder that a reply is expected
e ____ details of the complaint about the product
f ____ reason for writing

4 Read the model email on page 83 and check your answers to exercises 2 and 3.

5 Read the strategy and find examples for points 1–6 in the model email.

Strategy Polite language for formal emails

When we write formal emails, we:

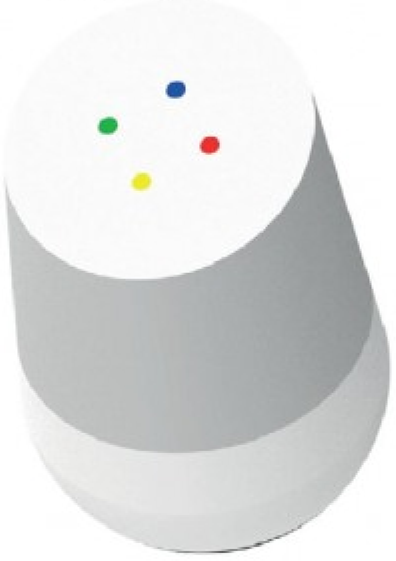
1 open the email with *Dear Mr / Mrs / Ms* + surname or *To whom it may concern*.
2 often use the passive.
3 write longer, more complex sentences.
4 use full forms, e.g. *I am writing to complain about ….*
5 use formal linking words, e.g. *however.*
6 end the email with a formal expression (e.g. *Yours sincerely, / Yours faithfully,*) and our full name.

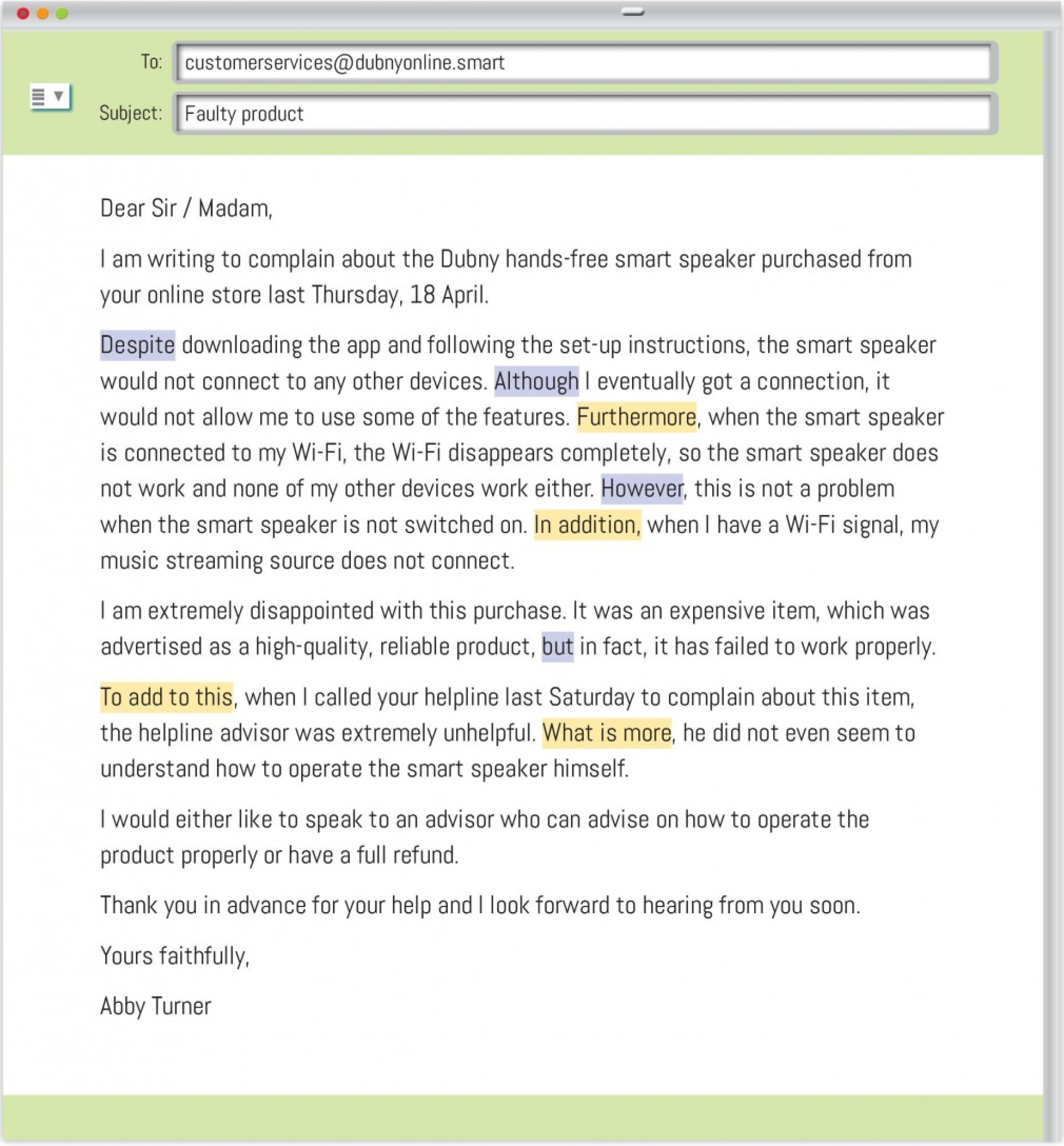
Writing Insight Expressing addition and contrast

6 Study the highlighted words and phrases in the model email. Which ones add information and which ones express contrast? Complete the language boxes. Can you add one more linker to each box?

7 Rewrite the sentences using the correct words in brackets.

1 When I received the hoodie, it looked nothing like the photo on your website. It was completely the wrong size. (but / to add to this)
2 The shop gives out a lot of free samples. I never buy anything because everything is so expensive. (despite / what is more)
3 When you shop online, you can't touch the products. You can't try anything on. (in addition / however)
4 I enjoy shopping in your department store. I will not be returning because the sales assistants are very rude. (although / furthermore)
5 The technician explained how to connect the laptop. She was very helpful. (however / what is more)





To: customerservices@dubnyonline.smart

Subject: Faulty product

Dear Sir / Madam,

I am writing to complain about the Dubny hands-free smart speaker purchased from your online store last Thursday, 18 April.

Despite downloading the app and following the set-up instructions, the smart speaker would not connect to any other devices. Although I eventually got a connection, it would not allow me to use some of the features. Furthermore, when the smart speaker is connected to my Wi-Fi, the Wi-Fi disappears completely, so the smart speaker does not work and none of my other devices work either. However, this is not a problem when the smart speaker is not switched on. In addition, when I have a Wi-Fi signal, my music streaming source does not connect.

I am extremely disappointed with this purchase. It was an expensive item, which was advertised as a high-quality, reliable product, but in fact, it has failed to work properly.

To add to this, when I called your helpline last Saturday to complain about this item, the helpline advisor was extremely unhelpful. What is more, he did not even seem to understand how to operate the smart speaker himself.

I would either like to speak to an advisor who can advise on how to operate the product properly or have a full refund.

Thank you in advance for your help and I look forward to hearing from you soon.

Yours faithfully,

Abby Turner

Expressing addition

Use __________,
__________,
__________ and
__________ to add more information.

Expressing contrast

Use __________,
__________,
__________ and
__________ to contrast ideas.

Writing your email

Write an email of complaint about one of these problems.

1 You bought a laptop from a computer shop. When you tried to use it, there were the following problems:
- the battery did not last.
- you could not transfer your old files onto your new laptop.

2 You ordered a pair of trainers from an online shop last week. When they were delivered, you discovered that:
- they were dirty inside.
- they were not the size that you ordered.

PLAN **Read the task and check you understand it.**

Make notes and create an email plan. Think about:
- the information you want to include.
- the order you want to include it in.
- the language you will use.
- the use of linkers to add more information and contrast ideas.

WRITE **Write the first draft of your email. Use the model email and your plan to help you.**

REVIEW **Check your email. Use the checklist to help you.**

Have you:
- included all the information from your notes in the correct order?
- used polite language?
- used linkers to connect your ideas?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 51**

Review 6

Vocabulary

1 Complete the sentences with the correct form of the verbs below.

■ display ■ launch ■ persuade ■ promote ■ target ■ trick

1 Toy companies ________ adverts at small children.
2 Companies ________ their brands on Facebook.
3 Shops ________ key products near the entrance.
4 Adverts ________ people to buy things they don't need.
5 The company has just ________ a new product.
6 Advertisers try to ________ us with dishonest claims.

Marks ___ / 6

2 Match the words in A to the words in B to make compound nouns. Then complete the text.

A ■ advertising ■ brand ■ free ■ insider ■ luxury ■ marketing

B ■ agency ■ campaign ■ goods ■ image ■ knowledge ■ samples

Medicines aren't [1]________, like designer watches or perfume, but they are a multi-million pound business. Each drug company has a [2]________ in charge of promoting their products and developing their [3]________ or reputation. Rather than having a large [4]________ in the media, agencies often sell directly to doctors and they employ medical experts for their [5]________. They try to persuade doctors with [6]________ and presents. But is it ethical?

Marks ___ / 6

3 Complete the sentences with the words below.

■ majority ■ modest ■ proportion ■ significant ■ tiny ■ whopping

Our class survey showed that a large [1]________ of students have part-time jobs. Most earn a [2]________ £10–20 a week, which is considered to be just enough. Students spend the [3]________ of their income on music, books and games (around 60%), and a [4]________ amount on socializing (up to 35%). Only a [5]________ minority of students spend money on cinema tickets, however (2%). One student said, 'Cinema tickets cost a [6]________ £8.50 each! It's too expensive.'

Marks ___ / 6

4 Match definitions 1–6 to trade words a–f.

1 make something using machines
2 a person or company that sells something
3 connected with buying or selling
4 a person that buys something
5 a popular development
6 money from selling something for more than it cost

a profit
b retailer
c consumer
d commercial
e manufacture
f trend

Marks ___ / 6

Grammar

5 Complete the text with the correct passive form of the verbs in brackets.

Right now, millions of jeans [1]________ (manufacture), and by the end of tomorrow, thousands [2]________ (sell). Every year, over 450 million pairs [3]________ (purchase) in the USA alone. Fashions come and go, but it seems jeans [4]________ (not forgot) anytime soon.

The first jeans [5]________ (produce) in the USA in the late 19th century. Denim cloth [6]________ (use) since at least the 17th century. In the early 20th century, jeans [7]________ (see) mainly as cheap work clothes. In the 1950s, they [8]________ (buy) by rebellious teenagers and became cool. Now, jeans [9]________ (wear) by everyone, including the rich. It's hard to think of a celebrity who [10]________ (not photograph) in a pair of jeans.

Marks ___ / 10

6 Rewrite the sentences in the passive or active.

1 They'll sell more fair-trade clothes in the future.
More fair-trade clothes ________________.
2 Factory workers aren't being paid enough.
Manufacturers ________________.
3 Fair-trade products are promoted by celebrities.
Celebrities ________________.
4 People have grown coffee for centuries.
Coffee ________________.
5 Today, most of the world's coffee is produced in Brazil.
Today, Brazil ________________.
6 People in Oxford started the charity Oxfam.
The charity Oxfam ________________.
7 A century ago, factories were still employing children.
A century ago, children ________________.
8 Unfair trade hasn't been stopped yet.
We ________________.

Marks ___ / 8

7 Complete the sentences with the correct form of *have / get something done* and the verbs below.

■ cut ■ dye ■ paint ■ repair ■ send ■ take ■ test ■ wash

1 I can't talk. I ________ (have / my photo)!
2 We ________ (get / the car) yesterday. It was very dirty.
3 My mum ________ (have / eyes) twice a year.
4 I ________ (not get / my computer) yet. It still doesn't work.
5 They ________ (get / their house) pink last week.
6 I ________ (not have / my hair) when I'm older. Grey hair looks good!
7 Right now, I ________ (have / my hair) short.
8 I ________ (get / my exam results) to my home because I couldn't collect them from school.

Marks ___ / 8

Total ___ / 50

Vocabulary extra 6

Types of advertising

1 Match the words below to definitions 1–12.

■ banner ■ billboard ■ classified ad ■ commercial ■ endorsement ■ flyer ■ jingle ■ logo ■ pop-up ad ■ slogan ■ spam ■ stealth marketing

1 a short piece of music used in an advert
2 a very large board used for advertising
3 a phrase that is easy to remember
4 a strategy in which people do not realize a product is being advertised
5 a statement by a famous person about a product
6 a long, narrow advertisement on a website
7 a small piece of paper used for advertising
8 an advertisement on the radio or on television
9 a small advertisement in a newspaper
10 unwanted advertising material sent by email
11 an advert on a website that opens in a new window
12 a design used by a company to identify it

2 Complete the text with the correct form of the words in exercise 1.

The first advertisements were pictures on large boards. These [1]__________ were hung outside houses in the Middle Ages. After the invention of printing, adverts were printed on [2]__________ to be handed out in the street. With the emergence of newspapers, the first [3]__________ appeared, listing houses and goods for sale. The 19th century saw the formation of companies and in 1876, a British drinks manufacturer registered the first [4]__________: a red triangle. The first celebrity [5]__________ occurred around this time, with a famous actress advertising the products of a soap manufacturer. The 1920s brought the invention of the radio and soon the first [6]__________ appeared. These were often accompanied by a catchy [7]__________, which people associated with the product. TV advertising followed in the 1950s. Some adverts included phrases such as 'Put a tiger in your tank', a [8]__________ used by a petrol company. Advertising spread to the internet in the 1990s and companies paid for [9]__________ to appear down the side of web pages and [10]__________ to flash up on the screen. At the same time, people started receiving [11]__________ in their email accounts. The latest strategy is [12]__________, which targets people without them realizing it.

3 SPEAKING Work in pairs. What type of adverts do you see on a typical day? Where do you see them?

I see a banner as soon as I turn on my computer.

Consumerism

1 Complete the sentences with the nouns below.

■ display ■ experience ■ influence ■ market ■ present ■ promise ■ purchase ■ refund ■ research ■ risk

1 They'll **put** the new product **on the** __________ soon.
2 TV can **have an** __________ on children's behaviour.
3 There's a discount if you **make a** __________ to the value of €50 or more.
4 I took the shoes back and they **gave** me **a** __________.
5 You never **give** me **a** __________ on my birthday.
6 They're **doing some** __________ into new materials.
7 People who **have a bad** __________ with a product don't buy it again.
8 I didn't **take a** __________ – I tried it on first.
9 Adverts often **make a** __________ they can't keep.
10 The new fashions are **put on** __________ by the door.

2 Complete the table with the verb phrases in bold in exercise 1.

do	give	have
make	**put**	**take**

3 Rewrite the sentences so that the second sentence has a similar meaning to the first one. Use the verb phrases in exercise 2.

1 They'll show the new products in the shop window.
They'll ____________________ in the shop window.
2 Their most loyal customers receive a gift every year.
Every year, they ____________________ to their most loyal customers.
3 They tested it before they started selling it.
They tested it before they ____________________.
4 They're looking into colours.
They're ____________________ into colours.
5 Something bad happened in that restaurant.
I ____________________ in that restaurant.
6 We bought something in the sales.
We ____________________ in the sales.
7 I got my money back for the tickets.
They ____________________ for the tickets.
8 She's putting her life in danger by driving fast.
She's ____________________ by driving fast.
9 She said that she would call every day.
She ____________________ to call every day.
10 Weather often affects sales figures.
Weather ____________________ on sales figures.

Cumulative review Units 1–6

Listening

1 You are going to listen to people talking in five different situations. Read the questions and answers a–c. For each question, decide if you need to listen for specific information (S) or general opinions and attitudes (G).

1 A store manager is discussing customers. In what way is the manager critical of teenage shoppers?
  - **a** He doesn't think they spend enough.
  - **b** He's worried that they might steal.
  - **c** He thinks that they're too noisy.

2 Paul is calling a radio station. Why has he phoned the radio station?
  - **a** to complain about the shopping centre
  - **b** to express support for the shopping centre
  - **c** to offer suggestions for the shopping centre

3 Two friends, Josie and Katie, are talking about an item of clothing. Why is Katie apologizing?
  - **a** She dropped food on it.
  - **b** She tore it.
  - **c** She lost it.

4 A department store is making an announcement. What are shoppers unable to buy in-store today?
  - **a** computer games
  - **b** T-shirts
  - **c** books

5 A woman is taking part in a radio discussion. Who does she criticize for being lazy?
  - **a** teenagers
  - **b** shoppers
  - **c** advertisers

2 🔊6.6 Listen to the five recordings and choose the correct answers in exercise 1.

Speaking

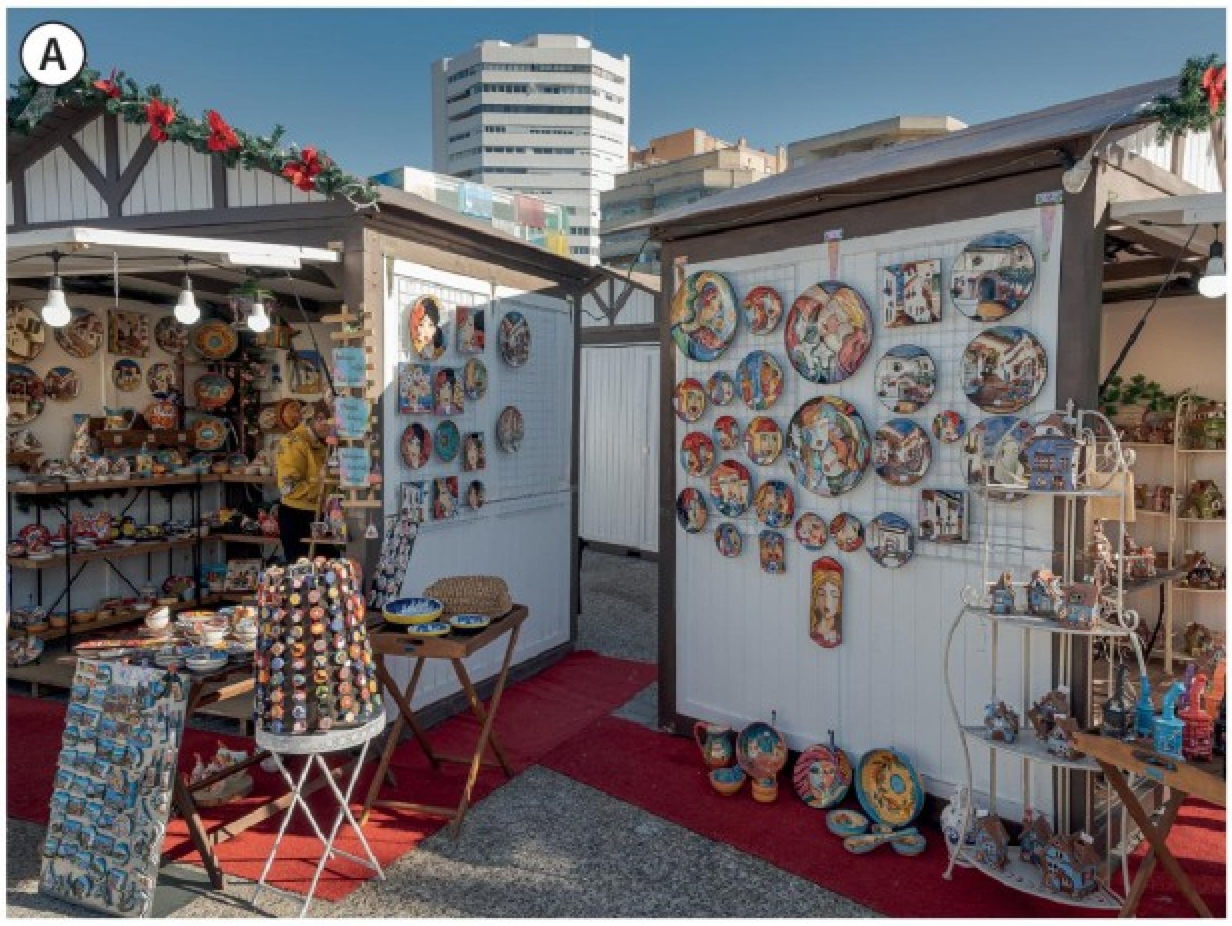
3 Work in pairs. Describe photos A and B above and make comparisons.

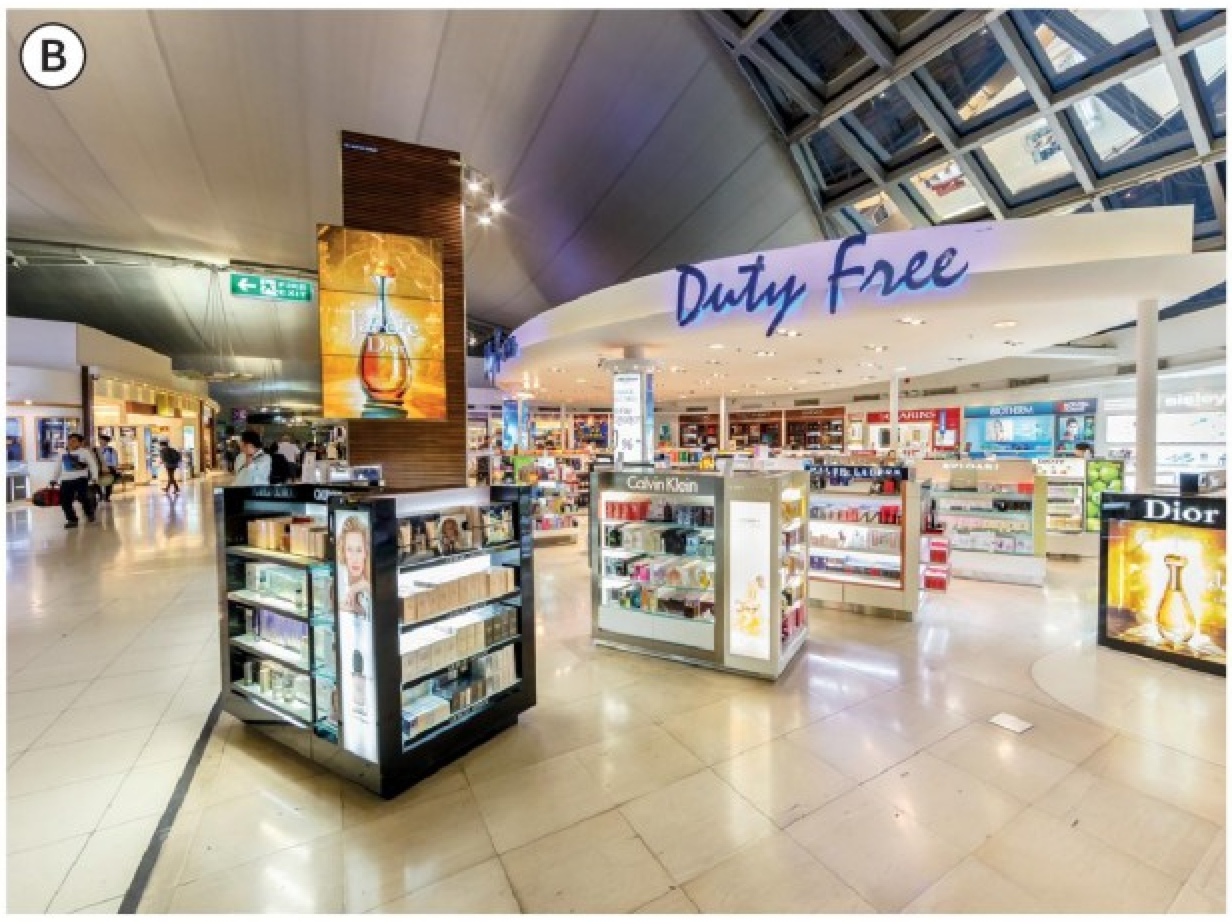
4 Work in pairs. Imagine it is the last day of your holiday. Decide where you are going to buy your souvenirs: place A or B. Give opinions and explain your reasons.

Reading

5 Read the article. Match sentences a–h to gaps 1–8 in the article.

- **a** Their views are not taken seriously by teachers.
- **b** The vast majority of young people care deeply about social and political issues.
- **c** A lot of people, young and old alike, feel that voting for 16- and 17-year-olds should be allowed.
- **d** There hasn't been a huge amount of research done on this to date.
- **e** But their argument is factually incorrect.
- **f** So why are young people often treated unfairly?
- **g** But sadly, this isn't the only form of unfair treatment in society.
- **h** They are frequently described as being lazy or arrogant.





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Ageism or youngism?

Today, nearly everyone agrees that it is wrong to treat someone differently because of their background. ¹____ Prejudice against teenagers is both widespread and largely ignored.

One type of discrimination you will definitely have heard of is ageism, but have you heard of youngism? ²____ As a result, it continues to be difficult to find accurate statistics. However, if you look around, you might be surprised to find it is happening all around you.

For instance, retailers may put up notices saying 'Maximum of two students permitted at any one time'. If they wrote 'pensioners' or 'women' instead, they'd be asked to remove the signs immediately! To justify their actions, shop owners claim that teenagers are more likely to shoplift. ³____ In reality, around three quarters of shoplifters are adults. Should we ban over-18-year-olds from stores instead?

➲ Literature Insight 3 ❯ Workbook ❯ page 108

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In schools too, young people are often punished and spend long periods in isolation, some up to eight hours a day. Young people have complained about this and the negative effect not only on their education but also on their mental health. They feel that they are treated in the same way as adult criminals in prisons. 4____ This does not happen elsewhere in adult society, so why should it happen in schools? How can young people become more active citizens if they haven't been given the chance to do so from a young age?

Young people are discriminated against in the workplace because they are paid less than adults for doing exactly the same job. Young people doing part-time jobs while they're at school or university, or starting their first job, often hear colleagues telling them that young people don't know what hard work is really like. 5____ Young people often don't live up to older people's expectations and are not given a chance to prove themselves and show their commitment or stamina.

In other aspects of social life, young people are also treated differently because of their age and they feel their views are not respected. For example, they are not given the same rights or opportunities as adults. 6____ Young people are the future, but if they aren't allowed to have the power to change the present, how can they make a difference in the future? 7____ They need to be able to voice their concerns. They want to fight for change, not just for themselves but for others around the world.

8____ We don't have the answer, but maybe it's time to start respecting teenagers and treating them the way they deserve. Not as a problem group but as individuals.

Grammar and vocabulary

6 Complete the text with one word in each gap.

Digital theft

STREAMING SERIES

1__________ you ever watched a series or live sport that you've downloaded or streamed without paying for it? If the answer is 'yes', did you know that you might 2__________ a content thief? Would you own 3__________ to being a content thief? Probably not.

You might think that not paying for digital content isn't the same as the theft of physical goods because it seems 4__________ be a victimless crime: one is an offence, the other isn't. Imagine that your friend 5__________ their phone stolen. Your friend wouldn't have their phone any more – that is theft. However, a lot of people think, 'If I download this film without paying for it, it 6__________ not harm anyone.' When you buy something in a shop, you 7__________ to pay for it before you leave the shop. It's the same for downloading. 8__________ you pay for your downloads, they don't belong 9__________ you. It's very unlikely you will be arrested 10__________ the police, but you are still committing a crime. Many producers of creative work are protesting 11__________ illegal downloads because they are losing part of their income. So, next time you're about to download something illegally, ask yourself, 'Am I allowed to do this?' And if the answer is 'no', then you 12__________n't do it.

Writing

7 What is the effect of youngism on young people? Write an essay explaining the causes and effects. Use this plan to help you.

- Paragraph 1: introduce the topic briefly and explain the purpose of your essay.
- Paragraph 2: introduce your first point and link the causes and effects.
- Paragraph 3: introduce your second point and link the causes and effects.
- Paragraph 4: summarize, make a suggestion or prediction or give your opinion.

➔ Exam Insight 3 ❯ Workbook ❯ page 118

7 It makes sense

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 What is your favourite food? What does it taste like? What does it remind you of?
2 Is taste the only sense you use when you eat? What do your other senses tell you about food?
3 Which of your senses is most important when you do the things below?

- eat a meal
- go to a concert
- try on new clothes
- visit an art gallery

2 Work in pairs and decide if the statements below are true (T) or false (F). Then read the article and check your answers.

Synaesthesia

'Synaesthesia' is a condition that affects how you see, hear, feel and taste things.

1 You can only be born with it.
2 It can improve your memory.
3 It can make you less creative.
4 Sometimes it can be dangerous.
5 It can make you feel what people and animals feel.

Strategy Understanding the purpose of a paragraph

Each paragraph in a text usually deals with a different aspect of the topic.

- The first paragraph normally introduces the general topic or explains the purpose of the text.
- The other paragraphs develop the topic and give more information.
- The final paragraph gives a summary or a conclusion.

3 Read the strategy. Then match each of the paragraphs in the article (A–F) to its purpose (1–6).

1 It provides a further example of a drawback.
2 It explains what causes synaesthesia.
3 It explores the benefits of the condition.
4 It briefly summarizes how it can help us and what we know about it.
5 It states the topic of the text and gives some background information.
6 It looks at the possible drawbacks of the condition.

4 REACT Work in pairs and discuss the questions.

1 Which type of synaesthesia would you like to experience and why?
2 What would be the advantages and disadvantages of having this type of synaesthesia? How would you experience the world differently?
3 How might synaesthesia help people remember things? How do you usually remember things?

See sounds, smell colours, taste words

A When he was a boy, Oliver Walton realized he could taste different words. His dog's name, his favourite football team and the name of his school would all taste of something different. When he heard the name of a song he liked, he noticed the taste of chocolate cake and when he said his best friend's name, he detected the taste of apples. Oliver has synaesthesia, and people with synaesthesia, or 'synaesthetes', have brains that make special connections between the five senses. As a result, they can see sounds, smell colours or taste words or shapes. Altogether, there are 60 types of synaesthesia, and Oliver's type – the combination of words and taste – is quite rare.

B So how does it work? When we are born, our five senses – hearing, sight, touch, taste and smell – are all linked. As our brains develop, these connections disappear and our senses become independent of each other. However, with synaesthesia, some of our senses stay connected. Because of this, when synaesthetes experience taste, colour and sound, their minds combine how they process them. Children with synaesthesia often don't realize that they experience the world in a different way. But synaesthesia is not that rare, and is more widely spread than people think. Scientists have discovered that up to 4% of the population have some form of it. People with head injuries or brain damage can also experience synaesthesia.

C Many people consider synaesthesia a superpower. Synaesthetes usually have a better memory and are better at mental imagery and memorizing numbers. It can also be highly beneficial for artists because it can help make people more creative. A number of musicians, including Pharell Williams, Lady Gaga and Mary J. Blige, claim to have a form of synaesthesia which allows them to associate sound with colour. These associations help them distinguish different sounds and help them to make their music.

D But although there are advantages, synaesthesia isn't universally accepted as a 'gift'. Sometimes experiences can be overwhelming and somewhat difficult to deal with. As a result, some synaesthetes view the condition as a disadvantage. Sound–colour synaesthetes have to be exceptionally careful in places where there is a lot of noise, such as a pop concert or a building with a fire alarm. The loud sounds and colours can result in terrible headaches and make it difficult to see. Other synaesthetes can be surprised by a sudden unpleasant taste or colour. The words Oliver Walton tastes are usually OK, and some words are even fairly tasteless. However, a few, like the word 'Oscar' are utterly repulsive! It's not surprising his good friends have nice-tasting names.

E Now imagine you are at the cinema with friends. You're watching *Jurassic Park* and an actor is running away from a dinosaur. Suddenly, you start to move and jump, just like the actor. It's incredible, but you're feeling the same sensations as the person on-screen! This is a rare form of synaesthesia called 'mirror synaesthesia', where it's difficult to differentiate someone's reactions from your own reactions. People who experience it are not entirely convinced it is a gift! If you see someone fall and break a bone, you could feel the same pain as the injured person.

F Clearly, synaesthesia has advantages and disadvantages. However, researchers believe that trying to think like a synaesthete could help us with many tasks, such as memorizing information or helping people with dyslexia link colours with specific letters. Your best friend's name might taste like crisps, rap music may be orange, and the number 12 could be bright red, but one thing's for sure: synaesthesia makes the world a more memorable and interesting place!

V Insight Perception and observation

5 Study the highlighted verbs in the article. Then match them to definitions 1–6.

1 notice or discover something that can be difficult to see or feel
2 see, hear or recognize with effort
3 become aware of something
4 think about something in a particular way (2 verbs)
5 see how things are different
6 know or understand something that is true

6 Choose the correct words.

1 I couldn't **detect** / **distinguish** the bus number because it was too far away.
2 A lot of people **consider** / **differentiate** synaesthesia to be a gift, but others think it's a problem.
3 Newborn babies can **differentiate** / **realize** between the senses, but they can't **consider** / **detect** different colours until they are a few months old.
4 Oliver only **considered** / **noticed** that Ben's name tasted strange after he had said it. After a few seconds, he **distinguished** / **realized** that it tasted of bacon.
5 Some teens **view** / **detect** synaesthesia as a superpower. Others think it's nothing special.

V Insight Adverb–adjective collocations

7 Study the underlined collocations in the article. Then replace the words in italics with the collocations.

1 People weren't *completely certain* that synaesthesia existed until a scientific report was published in 1812.
2 It is *generally believed* that synaesthesia can be good for your memory and intelligence.
3 Some reports say that synaesthesia is more *common* in children and adolescents.
4 It's *not very easy* to imagine tasting words if you aren't a synaesthete.
5 When Oliver Walton says his own name, it's *without much taste*.
6 The taste of other words can be *extremely unpleasant* and can make Oliver feel ill.
7 If you compose songs or paint pictures, synaesthesia can be *very good for you*.
8 Synaesthetes have to be *full of extreme care* if certain sounds affect their vision.

8 TASK Work in groups and discuss the questions.

1 Imagine you could taste words. Which might you find very tasty / fairly tasteless / neutral / utterly repulsive? Why?
2 Which subjects at school do you find difficult? Do you think synaesthesia could help you with these subjects? Why / why not?

➔ Vocabulary extra ❯ Food texture ❯ page 99

✓ Assess your progress Workbook page 59

7B Grammar and listening

Grammar Reported speech

1 WHAT DO YOU THINK? Discuss the questions.

1 What is a wildfire? Where do they occur?
2 Why do you think wildfires happen? Are they becoming more common?
3 What risks might wildfires cause for animals? People?

2 🔊 7.1 Listen to a news report and answer the questions.

1 Where are the wildfires?
2 Which two aspects of climate change have caused the fires to spread quickly?
3 Which animal does the reporter mention is at risk?

3 🔊 7.1 Complete the facts with the numbers below. Then listen again and check.

■ 2,700 ■ 480 million ■ 1/3 ■ 14.7 million ■ 6

1 __________ firefighters are battling the blazes.
2 __________ acres are burning.
3 __________ states have been affected by the wildfires.
4 __________ animals have died.
5 __________ of koalas have died.

4 🔊 7.2 Read the summary of a news report. Listen to an interview. Find and correct four mistakes in the summary.

REPORT SUMMARY

Rescue worker Chris Cairns explained that specially trained detection dogs were now helping to rescue kangaroos and other small Australian mammals. He told me that the dogs used their amazing sense of smell and incredible tracking skills to find them. Chris said that most of the koalas had climbed eucalyptus plants to escape the fires. He admitted that the dog handlers couldn't see them, so it was really difficult to rescue them. He pointed out that he had worked with dogs for a few months but that Tracker was a special dog. He added that dogs like Tracker were making a huge contribution to saving koalas. When he smells one, he lies down at the bottom of the tree and he waits patiently for Chris to come and rescue it. Chris agreed that it was an easy job but that Tracker loved it. He promised that he would update us on their work again soon and that they were going to save more koalas.

DETECTION K9

5 REACT Work in groups and discuss the questions.

1 Why do you think some animals like dogs can do this?
2 In what other situations might dogs be able to help?

6 Read the sentences. Underline the sentences in the summary in exercise 4 that match them.

1 'Specially trained detection dogs are now helping to rescue koalas.'
2 'Most of the koalas climbed eucalyptus trees to escape the fires.'
3 'The dog handlers can't see them, so it's really difficult to rescue them.'
4 'I've worked with dogs for years but Tracker is a special dog.'
5 'It's a tough job but Tracker loves it.'
6 'I'll update you on our work again soon.'
7 'We're going to save more koalas.'

Grammar Insight

7 **Compare the sentences in exercise 6 with the parts of the summary that you underlined. Then complete the table with the correct tenses.**

Direct speech	Reported speech
1 present simple	
2 present continuous	
3 past simple	
4 present perfect	
5 *can*	
6 *will*	
7 *am / is / are going to*	

When you change direct speech to reported speech, remember to also change:

1 pronouns: *I – he / she*; *we – they*, etc.
2 possessive adjectives: *my – his / her*; *our – their*, etc.
3 time expressions: *today – that day*; *last week – the week before*; *yesterday – the day before*; *tomorrow – the next day*, etc.
4 *here – there*; *this – that*; *these – those*

➔ Further reference and practice ❯ Workbook ❯ page 96

8 **Rewrite the sentences in reported speech.**

1 'I can't see any koalas in the trees,' the rescuers told us.
2 'Detection dogs live with their owners,' the handler told us.
3 'I spent a lot of time with a detection dog yesterday,' the reporter said.
4 'Today has been a tough day out here,' admitted the reporter.
5 'We'll find more koalas tomorrow,' they promised.
6 'We're waiting for the detection dogs to arrive,' explained the firefighter.
7 'We had a lucky escape from the wildfire today,' the couple agreed.
8 'Before the fire reached us, we smelled it,' the residents pointed out.

9 **Complete the summaries of two news stories with the correct form of the verbs in brackets.**

A

Two eight-year-old boys are back home with their families tonight after disappearing this afternoon. A spokesperson for the county sheriff's office told a reporter that one of their sniffer dogs, Target, [1]________ (use) the boys' scent to find them just a few blocks from their home. The children explained to the police officers that they [2]________ (get) lost after a game of hide and seek and that they [3]________ (can't find) the right way home. The boys said that they [4]________ (be) very sorry and that they [5]________ (not mean) to cause any trouble, and they promised they [6]________ (buy) the dog a present.

B

American teenager Bethany Jacks owes her life to a group of dolphins after a shark attacked her while she was surfing. She explained to our reporter that she [7]________ (be) still very shocked and that she [8]________ (can't believe) that she [9]________ (survive). She said that she [10]________ (only / be) in the water for a few minutes when something hit her board. Then she [11]________ (notice) a huge shark. However, a group of dolphins had sensed the danger and came to her rescue. Bethany explained that they [12]________ (stay) with her until they were sure she was safe. During the interview, she said that the incident [13]________ (not stop) her from surfing again and that she [14]________ (plan) her next surf trip – although she admitted that her parents [15]________ (not like) that idea.

10 **Work in pairs. Choose one of the stories in exercise 9. Interview one of the people in the story. Then report your story to another pair and compare their reports with the stories in exercise 9.**

✓ Assess your progress Workbook page 59

7c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 What do you think it is like to be deaf or blind? What difficulties do people face?
2 How might being deaf / blind affect certain activities? In what way?

2 7.3 Listen to the first part of a radio interview with two teenagers with hearing and sight impairments. Choose the correct words.

1 Nick **can** / **can't** see some light.
2 Nick **can** / **can't** see black and white shapes.
3 Emily **can** / **can't** hear high sounds.
4 Emily **can** / **can't** hear voices.
5 Emily **can** / **can't** understand what people are saying.

3 7.4 Listen to the rest of the interview. Are the sentences true (T), false (F) or not given (NG)?

1 People don't treat Emily any differently when they discover she's deaf.
2 Nick complains that people in the street never help him.
3 Emily often has to remind teachers to face her when they speak.
4 Emily doesn't like being in a large group of people.
5 Nick is good at playing music.
6 Music is not an important part of Emily's life.
7 Nick enjoys spending time outside.
8 Emily finds watching the sunset relaxing.

4 REACT Discuss the questions.

1 Do you know anyone with a hearing or sight impairment? If so, are their experiences similar to Nick's and Emily's?
2 Which do you think is your strongest sense and which is your weakest? Why?

V Insight Noun suffixes: *-tion*, *-sion*

5 Read sentences 1–4 from the interview. What are the verb forms of the highlighted words? Complete rules a–d about forming nouns.

1 I've had similar reactions.
2 Most deaf people can hear something, depending on the situation.
3 I can interpret their feelings from their facial expressions.
4 I haven't made a decision about my future yet.

With some verbs that end in:

a *-t*, add ____.
b *-e*, remove the ____ and add ____.
c *-ss*, add ____.
d *-d* or *-de*, remove the *-d* or ____ and add ____.

6 Write the noun form of the verbs below.

■ act ■ confuse ■ discuss ■ educate ■ invent
■ operate ■ persuade ■ revise

7 Complete the article with the noun form of the verbs below.

■ communicate ■ compete ■ complicate ■ decide
■ express ■ impress ■ inspire ■ vibrate

Feel the beat

Hearing is optional, moving is not. Meet this week's mover and shaker: Chris Fonseca.

Chris was born in London but as the result of [1]________ from an illness when he was very young, he became completely deaf. He taught himself to dance by feeling the [2]________ of the beat through the floor. His [3]________ to become a professional dancer was never in doubt. After going to university and joining a dance group, his passion for street dance grew. He knew that dance was an [4]________ of himself. For him to be able to develop his skills and teach others, he listened carefully, felt the beats and practised over and over. After graduating with a degree in graphic [5]________, he was keen to continue dancing.

The [6]________ for his street dance now comes from different types of dancers. He has also appeared in a TV dance [7]________ and in TV adverts as well as running workshops. When people see Chris dance, their first [8]________ of him is that he's an amazing dancer. Through his dance workshops, Chris aims to share his knowledge and passion for dance, and inspire others. As he says, 'Hearing is optional, moving is not'.

8 TASK Work in pairs and discuss the questions.

1 Do you agree with Chris Fonseca when he says, 'Hearing is optional, moving is not.'? Why / why not?
2 If you had to live without one sense, which one would it be? Why?

Speaking Complaining and asking people to do things

9 Read complaints 1–5. Where do you think each situation is taking place? Match responses a–e to the complaints.

1 'The people behind me are talking all the time and making a lot of noise.'
2 'It's so loud. I can hear every single thing they're saying and I'm trying to get some sleep.'
3 'I've been waiting here for nearly an hour.'
4 'The burger has got mustard in it – I asked for no mustard.'
5 'I can't read your handwriting on the board.'

a 'I don't think he'll be much longer.'
b 'OK, let me change this for you.'
c 'Sorry, I'll turn it down.'
d 'I'll speak to them and see what I can do.'
e 'I'm so sorry. I'll make it bigger.'

10 🔊 7.5 Listen to dialogues a–c and match them to three of the situations (1–5) in exercise 9.

11 Answer the questions about the dialogues in exercise 10.

In which dialogue (a, b or c):

1 can the person not wait long?
2 does the person get a replacement?
3 is the person not able to hear the complaint?
4 does the person not know if the situation will be fixed?
5 does the person repeat the complaint?
6 does the person not receive an apology?

12 🔊 7.5 Complete the phrases in the table. Then listen again and check.

Complaining	Asking people to do things
^{1}________ to bother you, but	^{4}________ possibly ... ?
^{2}________ there's a slight problem.	I wonder if you could ....
^{3}________ me, I've been waiting	Do / Would you ^{5}________ (+ *-ing*) ... ?
I'd like to complain about	^{6}________ you ... ?
I'm really not happy about	I'd be grateful if you ....
I'm not satisfied with	

GS Global skills Effective complaints

When you complain, remember to explain the problem politely, using appropriate language. State your feelings, don't blame the person you are dealing with and ask for action. Don't get angry, don't shout and don't forget to smile!

13 Why do you think using appropriate language will make a complaint more effective?

14 🔊 7.6 Complete the dialogue with phrases from exercise 12. Then listen and check.

Manager Yes, can I help you?
Rosie I'd like to ^{1}________ the people sitting near me. ^{2}________ possibly do something?
Manager Where are they sitting?
Rosie They're further along the same row as me – row H.
Manager What's the problem?
Rosie They're talking and laughing, and they're checking their phones. I ^{3}________ ask them to stop.
Manager Oh dear! I'll go and speak to them now.
Rosie ^{4}________ if you could tell them to leave if they don't stop. I'm really ^{5}________ the noise they're making. I can't watch the film and I paid £10 for my ticket.
Manager I'm sorry. ^{6}________ show me who they are? I'll come and see what I can do.
Rosie OK. That sounds good. Thanks.

15 TASK Work in pairs. Choose one of the situations or use your own idea. Prepare a dialogue. Use the dialogue in exercise 14 to help you.

1 You and your friends have been overcharged for your pizza delivery.
2 You bought a new mobile, but it isn't working properly. Take it back to the shop.
3 The classroom next door is really noisy. You are taking a test.
4 The person behind you on the bus is watching videos on their phone without headphones.

✓ **Assess your progress** Workbook page 59

7D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Would you like to go hiking or camping? Why / why not?
2 What type of things should you be aware of when you are camping or hiking?

2 Look at the cover of *A Walk in the Woods*. What do you think the book is about? Read the information about it and compare your ideas.

3 Read the extract from *A Walk in the Woods* and answer the questions.

1 What happened to Bill and Stephen?
2 How would you react if there was a wild animal outside your tent? More like Bill or more like Stephen?
3 Would you like to read the book? Why / why not?
4 What do you think happened next?

GS Global skills Culture

4 Discuss the questions.

1 The Appalachian Trail is protected land. Do you have protected land in your country? What type of animals can you see there?
2 Do you think it's important to have protected land? Why? What might be the benefits?

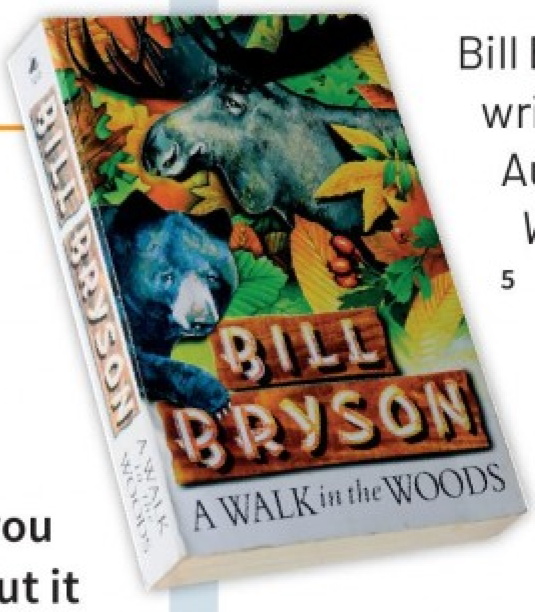
V Insight Sight and sound

5 Study the highlighted verbs in the extract. Then match them to definitions 1–6.

1 look at somebody or something for a long time
2 look closely or carefully at something when you can't see it clearly
3 speak very quietly
4 open and shut your eyes very quickly
5 breathe noisily while you are asleep
6 breathe noisily when smelling something (usually in relation to animals)

6 Complete the text with the correct form of the verbs in exercise 5.

Churchill is a town in the North of Canada. Every winter, polar bears pass through the town on their way to the Arctic. Resident Judy Greene was at home one night when she heard a ^{1}________ noise. At first, she thought her husband was ^{2}________ , but then there was the sound of something pushing against the back door. 'I ^{3}________ out of the window and saw a huge polar bear,' said Judy. 'It was looking for food in our backyard, and it turned and ^{4}________ right at me.' Judy woke up her husband and ^{5}________ that there was a polar bear outside. When he saw the bear, he ^{6}________ and rubbed his eyes – it was as big as a car! The Greenes called Polar Bear Alert, but luckily, the bear left before the wildlife officer arrived.



Bill Bryson is a famous American author. He has written books about life in the UK, the USA and Australia. This extract is from *A Walk in the Woods* and describes Bill's adventures with his friend Stephen Katz when they hiked along the Appalachian Trail. The trail is 3,540 km long and stretches along the east coast of the USA, passing through some of the most beautiful landscapes in the country.

During their hike, they had lots of experiences, including incidents with wild animals and poisonous plants. In this extract, Bill describes what happened when he heard strange noises outside his tent one night.

It was perfect sleeping weather, cool enough to need a bag, but warm enough to sleep in your underwear, and I was looking forward to having a long night's rest, which is what I was doing when, at some point during the night, I heard a sound nearby that made my eyes fly open. Normally, I slept through everything – through thunderstorms, and through Katz's snoring, so something big enough to wake me was unusual. There was a sound of undergrowth being disturbed – a click of breaking branches, a weighty pushing through low foliage – and then a kind of large, vaguely irritable snuffling noise.

Bear!

I sat bolt upright. Instantly, every neuron in my brain was awake and dashing around frantically, like ants when you disturb their nest. I reach instinctively for my knife, then realized I had left it in my pack, just outside the tent. (...)

There was another noise, quite near.

'Stephen, you awake?' I whispered.
'Yup,' he replied in a weary but normal voice.
'What was that?'
'How should I know?'
'It sounded big.'
'Everything sounds big in the woods.'

This was true. (...)

I shuffled on my knees to the foot of the tent, cautiously unzipped the mesh and peered out, but it was pitch black. (...)

Carefully, very carefully, I climbed from the tent and put on the torch. Something about 15 or 20 feet away looked up at me. I couldn't see anything at all of its shape or size – only two shining eyes. It went silent, whatever it was, and stared back at me.

'Stephen,' I whispered at his tent, 'did you pack a knife?'

'No.'

'Have you got anything sharp at all?'

He thought for a moment. 'Nail clippers.' (...) I nervously threw a stick at the animal, and it didn't move, whatever it was. A deer would have bolted. This thing just blinked once and kept staring.

I reported this to Katz.

'Probably a buck. They're not that timid. Try shouting at it.'

I cautiously shouted at it: 'Hey! You there!' The creature blinked again, singularly unmoved. 'You shout,' I said.

'Oh, you brute, go away!' Katz shouted in merciless imitation. (...)

I peered and peered, but I couldn't see anything but those two wide-set eyes staring from the near distance like eyes in a cartoon. (...)

'What are you doing, Bryson? Just leave it alone and it will go away.'

'How can you be so calm?'

'What do you want me to do? You're hysterical enough for both of us. (...)

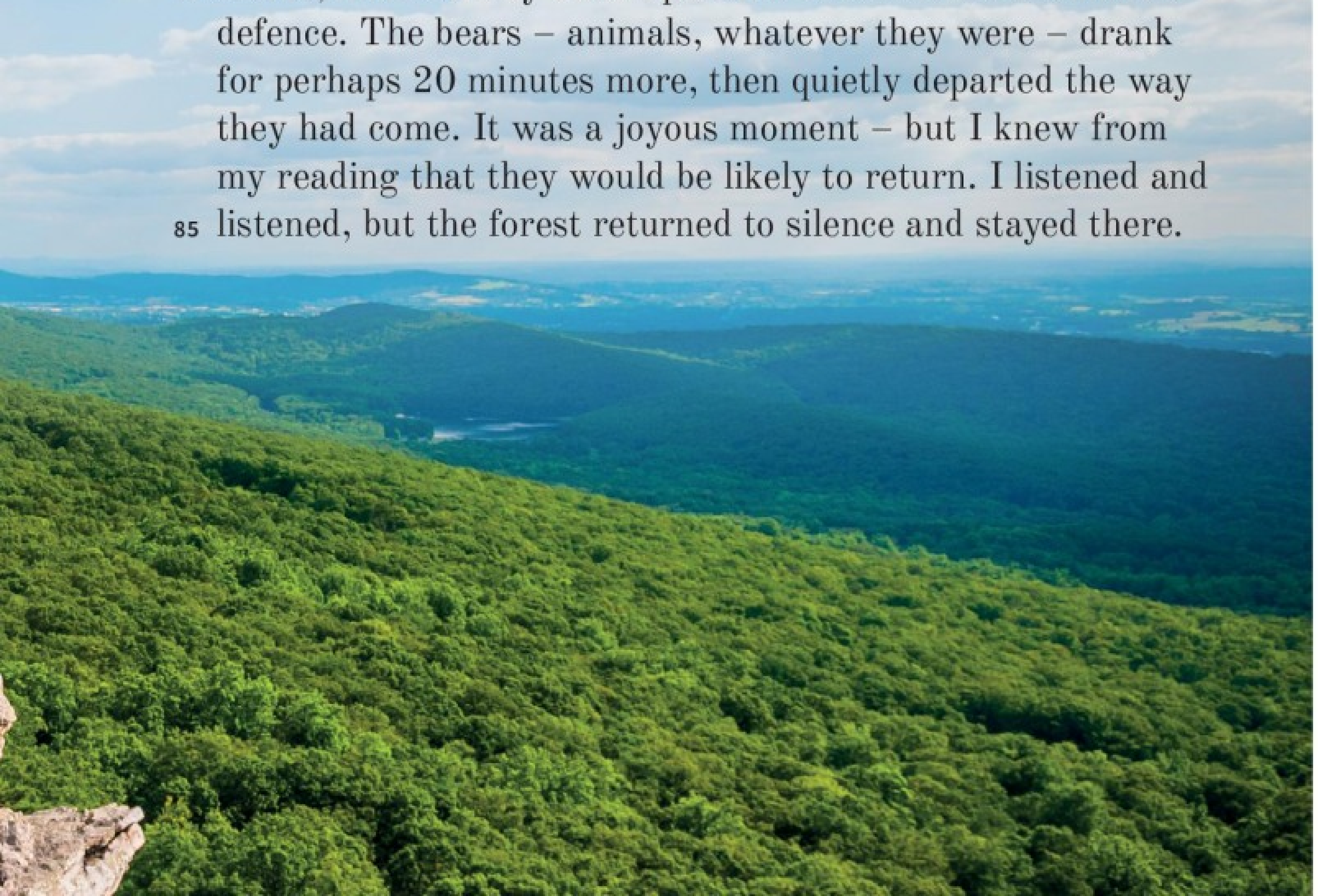
'Well, I'm going back to sleep,' Katz announced.

'What are you talking about? You can't go to sleep.'

'Sure I can. I've done it lots of times.' There was the sound of him rolling over and a series of snuffling noises, not unlike those of the creature outside.

'Stephen, you can't go to sleep,' I ordered. But he could and he did, with amazing rapidity.

The creature – creatures, now – resumed drinking with heavy lapping noises. I couldn't find any replacement batteries, so I flung the torch aside and put my miner's lamp on my head, made sure it worked, then switched it off. Then I sat for ages on my knees, facing the front of the tent, listening keenly, gripping my walking stick like a club, ready to beat back an attack, and with my knife open and at hand as a last line of defence. The bears – animals, whatever they were – drank for perhaps 20 minutes more, then quietly departed the way they had come. It was a joyous moment – but I knew from my reading that they would be likely to return. I listened and listened, but the forest returned to silence and stayed there.



Grammar Reported questions and commands

7 Read the sentences. Which are reported questions and which are reported commands? Underline the parts of the text that match them.

1 Bill asked Stephen whether he had packed a knife.
2 Bill asked Stephen if he had anything sharp at all.
3 Stephen told the bear to go away.
4 Stephen told Bill to just leave it alone.
5 Bill asked Stephen how he could be so calm.

Grammar Insight

8 Choose the correct words in rules a–c. Then find more questions and commands in the text and rewrite them as reported questions and commands.

a When we report *yes* / *no* questions, we use *if* or ***that*** / ***whether***.
b In reported questions, the subject comes **before** / **after** the verb.
c When we report commands, we use reporting verb + **object** / **subject** + *to* + infinitive.
d When we report negative commands, we use verb + object + *not* + *to* + infinitive.

➔ Further reference and practice ❯ Workbook ❯ page 97

9 You are going on a night hike with your teacher. Report the teacher's questions and commands.

1 'Is anyone really frightened of the dark?'
2 'Don't wander off alone.'
3 'What sights and sounds do you think you'll see?'
4 'Don't speak or you'll frighten the wildlife.'
5 'Switch off your torches. Which sounds can you hear?'
6 'Did you hear the frogs in the pond?'
7 'Does anyone recognize that smell? It's a type of wild flower.'
8 'Go to your tents when I ask you to.'

10 TASK Work in pairs. Imagine you are walking in the woods with a friend. Prepare a dialogue that you have with your friend. Include statements, questions and commands. Talk about the noises, the smells, how you feel and what you decide to do. Then report your conversation to another pair.

➔ Vocabulary extra ❯ Ways of speaking ❯ page 99

✓ Assess your progress
Workbook page 59

7E Writing A report on survey findings

Planning for writing

1 Work in pairs and discuss the questions.

1 What sort of noise problems do you experience at school?
2 Why do you think noise could be a problem in school?

2 Read the writing task. What questions do you think you need to ask to find out the information for your report? Make a list.

> There have been several complaints about the noise in school. What problems with noise do you experience? Think about teachers, classrooms, shared spaces, outdoors, etc. Which is the noisiest part of school? Write a report on noise levels and send it to your head of year.

3 Read the survey questions. Are any of them the same as your questions from exercise 2?

Noise at school

1 Do you like the sound of the bell? YES / NO / I DON'T NOTICE IT
2 Is the canteen too noisy? YES / NO
3 Should there be a quiet space for eating that isn't the canteen? YES / NO
4 Would you like to have background music in the library? YES / NO
5 Can you always hear what your teacher is saying in class? YES / NO
6 Does the noise from outside (playground, sports fields, traffic) distract you during lessons? YES / NO

4 Work in pairs. Do the survey in exercise 3. Then compare your results with other pairs.

5 Read the model report on page 97. Match headings 1–6 to paragraphs A–E. There is one heading that you do not need.

1 Noise inside the school
2 The aim of the report
3 Noise from the airport
4 Conclusion and recommendations
5 The bell
6 Noise during lessons

6 Read the strategy. Find more phrases in the model report that make the writing flow.

Strategy Making your writing flow

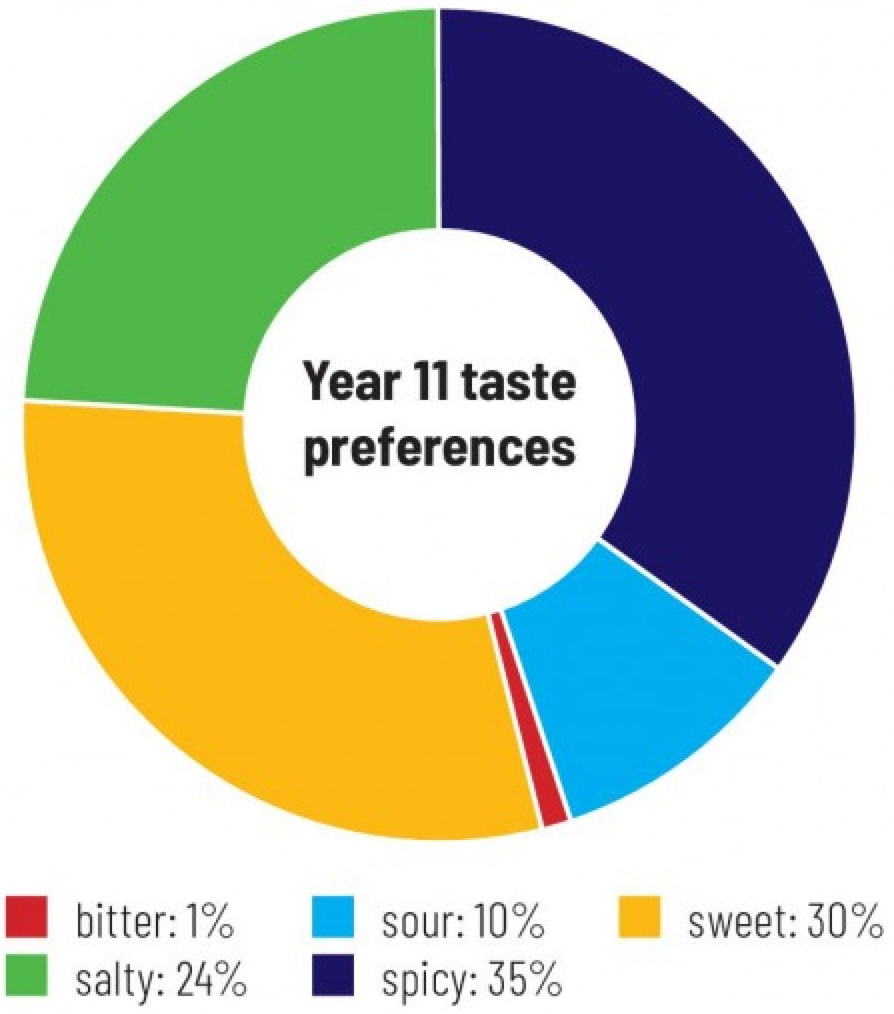
When you write a report, use phrases to make your report flow smoothly and to make it easier for the reader to follow your points. The most common phrases used in reports are: *As far as … is concerned, …*; *As for …*; *Regarding …*; *Moving on to …* .

Writing Insight Approximations

7 Study the highlighted words in the model report. Complete the language boxes with the correct words.

8 Study the information in the pie chart and complete the sentences using approximations. Sometimes more than one answer is possible.

1 __________ no one likes the taste of bitter food.
2 __________ a quarter of the students enjoy salty tastes.
3 __________ half of the students like sour tastes.
4 __________ a third of the students like the taste of spicy food.
5 __________ a quarter of students like sweet things.
6 __________ a third of the students like the taste of sweet things.



Report on noise at school

A ____

The purpose of this report is to present the findings of a survey into students' views on noise in school due to recent complaints from some students. The survey was conducted among 60 students in Years 10 and 11.

B ____

As far as the first question about the sound of the school bell is concerned, nearly all the students said they disliked the bell and that it was too loud. They would prefer a different noise. Some of them said that they would like music instead. Only two students said they didn't notice the sound of the bell.

C ____

Moving on to the second question about the noise in the canteen, well over a quarter of the students thought it was too noisy and would like a separate quiet space. However, just over half of the students said they didn't mind the noise. The other students had no strong feelings about the matter. With regard to music or silence in the library, well under half of the students said they would prefer background music in the library, while approximately a third of the students said they preferred to work in silence. The remaining students expressed no opinion at all on this question.

D ____

Regarding noise in the classroom, just under three quarters of the students agreed that they had no problems hearing what their teacher was saying, while about a quarter of the students admitted that they would prefer their teacher to use a microphone. Turning to the final question, well over three quarters of the students replied that they were not distracted by noise from the playground and sports fields, but just under 20% of the students said it did bother them.

E ____

In conclusion, it appears that there are some noise issues in the school. Most students complain about the sound of the bell and I therefore recommend that the school should change it. Additionally, it is not clear whether students would prefer to have background music in the library, so I suggest we try it out for a period of one month.

When you write a report, introduce it and state the purpose before giving your findings. After giving your findings, give your conclusion and any recommendations.

Use expressions like 1__________ *over / under* to indicate 'a little more / less' and 2__________ *over / under* to indicate 'a lot more / less' with numbers, fractions and percentages.

Use *almost*, *around*,
3__________,
4__________ and
5__________
when you do not know an exact number, fraction or percentage.

Writing your report

Prepare a survey about an issue. Do the survey and analyse your results. Then write a report summarizing the results of the survey.

PLAN **Read the task and choose one of these topics for your report.**

Food and tastes people like / don't like

Music and sounds for revising that people like / don't like

Create a plan for your survey questions and report. Think about:

- who the survey is aimed at.
- what you want to find out.
- how many questions and what type of questions you want to ask.

Think about the language structures you will use. Think about how to make your writing flow and how to express approximations with numbers, fractions and percentages.

WRITE **Do your survey and analyse the results. Write a first draft of your report. Use the model survey, the model report and your plan to help you.**

REVIEW **Check your report. Use the checklist to help you.**

Have you:

- explained the purpose of the survey?
- grouped similar ideas in the same paragraph?
- used approximations?
- used a variety of phrases to help your writing flow?
- written a conclusion and made a recommendation?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 59**

Review 7

Vocabulary

1 Replace the words in italics with the correct form of the verbs below.

■ detect ■ differentiate ■ distinguish ■ notice
■ realize ■ view

1 This is tasty! I didn't ________ (*know*) you could cook.
2 I've always ________ (*thought of*) healthy food as boring, but this has changed my mind.
3 The students were listening carefully, but they couldn't ________ (*hear properly*) what the teacher was saying.
4 Humans ________ (*discover*) different tastes with taste buds on their tongues.
5 I never ________ (*saw*) the sign on the door.
6 Our school doesn't ________ (*treat differently*) between any groups of students. We treat everyone the same.

Marks ___ / 6

2 Complete the text with the correct adjective or adverb form of the words below.

■ care ■ difficulty ■ entire ■ taste ■ utter ■ wide

Eating in the dark makes food tastier! If you aren't ^{1}________ convinced, try it! 'Dining in the dark' experiences are now ^{2}________ available in many cities. You need to be exceptionally ^{3}________ with your knife and fork, to avoid accidents! At first, eating can be somewhat ^{4}________, but after a while, you'll notice that even fairly ^{5}________, boring foods become more interesting. Unfortunately, foods you don't like may seem ^{6}________ repulsive!

Marks ___ / 6

3 Complete the text with the noun form of the verbs in brackets.

When a baby elephant is in a dangerous ^{1}________ (situate), the mother's first ^{2}________ (react) is to stamp her feet. People used to think this was an ^{3}________ (express) of anger, to frighten enemies and give the baby ^{4}________ (protect). But scientists have come to the ^{5}________ (conclude) that foot-stamping is a warning signal. ^{6}________ (vibrate) from the mother's feet can travel for miles, alerting other elephants to danger.

Marks ___ / 6

4 Complete the sentences with the correct form of the verbs below.

■ blink ■ peer ■ snore ■ snuffle ■ stare ■ whisper

1 Sleeping on your side can help to reduce ________.
2 During my presentation, most students were ________.
3 We could hear some animals ________ outside our hut.
4 I ________ through the window to see who was outside.
5 I had something in my eye and couldn't stop ________.
6 The animals ________ at me for a very long time and didn't want to move.

Marks ___ / 6

Grammar

5 Complete the text with the correct reported speech form of the verbs below.

■ can ■ feel ■ have ■ investigate ■ not find ■ smell
■ wake ■ will

After the fire, Ade said he ^{1}________ lucky to be alive. He said his cat ^{2}________ him up after she ^{3}________ the smoke. He explained cats ^{4}________ a powerful sense of smell, adding that they ^{5}________ smell ten times better than humans. He also said his cat ^{6}________ sleep in his room in future! The police said they ^{7}________ the cause of the fire. They told us they ^{8}________ any evidence yet.

Marks ___ / 8

6 Complete sentence b so that it has a similar meaning to sentence a.

1 a 'I've never been so frightened,' Ade admitted.
b Ade admitted ________________.
2 a 'I'm proud of my cat,' he told reporters.
b He told reporters ________________.
3 a He explained that his cat had smelled the fire.
b '________________,' he explained.
4 a He added that he didn't feel safe there.
b '________________,' he added.
5 a 'I'll sleep in a hotel tonight,' he told us.
b He told us ________________.
6 a The police said they were interviewing witnesses.
b '________________,' the police said.
7 a A girl said she had seen someone outside.
b '________________,' said a girl.
8 a 'We can't say if it's important yet,' the police warned.
b The police warned that ________________.

Marks ___ / 8

7 Report questions and commands 1–10.

Ben ^{1}Stop!
Anna ^{2}Why have we stopped?
Ben ^{3}Look ahead. ^{4}Can you see the bear?
Anna ^{5}Don't be silly.
Ben ^{6}Will you just trust me? ^{7}Don't argue with me.
Anna ^{8}Let go of my arm! ^{9}Why are you pulling me back?
Ben ^{10}Do you want to go ahead and get eaten?

1 Ben told ________________.
2 Anna asked Ben ________________.
3 Ben told ________________.
4 He asked ________________.
5 Anna told ________________.
6 Ben asked ________________.
7 He told ________________.
8 Anna told ________________.
9 She asked ________________.
10 Ben asked ________________.

Marks ___ / 10

Total ___ / 50

Food texture

1 Read the text. Find 12 adjectives that describe the texture of food.

My favourite starter is vichyssoise. This is a cold soup made of leeks, potatoes and onions. It isn't lumpy because the vegetables are puréed to make it smooth. There are more vegetables than liquid, so the soup isn't runny and it's nice and creamy because it's made with cream.

I prefer meat to fish and there's nothing better than a big juicy steak that melts in your mouth – I hate them when they're chewy. Steaks sometimes come with salad, but I like them best with a plate of hot crunchy chips – they don't taste so good if the chips are oily.

My favourite dessert is a piece of chocolate brownie with thick chocolate sauce. If the brownie isn't fresh, it can be crumbly, which isn't so good. The best brownies are soft and moist and this dessert really is the best way to finish off a meal.

2 Match the adjectives in exercise 1 to definitions 1–12.

1 making a sound when you bite it
2 containing a lot of juice and good to eat
3 having more liquid than is usual
4 that easily breaks into very small pieces
5 (a liquid) that doesn't flow very easily
6 (a mixture) without any lumps
7 (a liquid) containing pieces that are solid
8 slightly wet
9 changing shape easily when pressed
10 containing cream so that it is thick and smooth
11 needing to be chewed a lot before it can be swallowed
12 containing a lot of oil

3 Work in pairs. Think of more food items for each of the adjectives in exercise 1 and write a sentence about each one.

Mashed potato can be lumpy if you don't make it properly.

Ways of speaking

1 Read what the people say. Match phrases a–h to verbs 1–8.

a Goal!

b No, it isn't! You're wrong!

c We're bored! Are we there yet?

d What a great idea!

e Get out!

f I miss him!

g Shhh ... we must be quiet.

h I d-d-don't kn-n-now.

1 argue ____
2 cheer ____
3 exclaim ____
4 shout ____
5 sigh ____
6 stammer ____
7 whine ____
8 whisper ____

2 Match the verbs in exercise 1 to definitions 1–8.

1 say in a loud voice
2 say very quietly so that other people cannot hear
3 say with difficulty, repeating sounds or words
4 say in an annoying, complaining voice
5 say loudly to show support
6 say while letting out a long deep breath
7 say suddenly and loudly
8 say angrily when you don't agree

3 SPEAKING Work in pairs. Think of another phrase for each of the verbs in exercise 1.

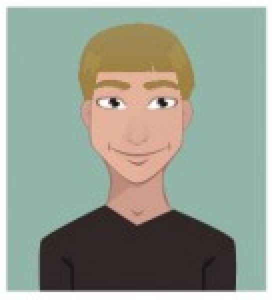
'It's a secret,' she whispered.

GS Global skills Dealing with conflict

1 WHAT DO YOU THINK? Read Theo's message. What advice would you give him?

FORUMS **TOPICS** Can't work together **Join the discussion**

Help! I can't work with my project partner!



I'm taking business studies this year and we have to do an end-of-year project in pairs. The project involves creating a product and selling it at school. I'm working with my friend Zara and it's a total nightmare. We just can't agree on anything – not even on the product we should sell. I've got a really cool idea for some T-shirts, but she thinks phone cases are a better idea. I feel really frustrated. We've been friends for years, but she can be really stubborn and always has to get her own way.

I want to study business at university and I really need to get a good grade. I feel like my whole future depends on this project! But I don't want to lose Zara as a friend, so maybe I should just let her win and avoid any more arguments. I just don't know what to do. Please help!

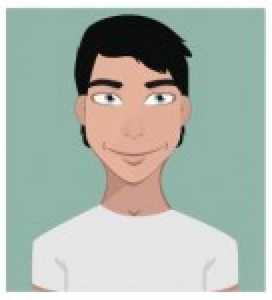
2 Read the replies below. Whose advice is most similar to yours?

FEED MOST RECENT TOP RATED

Dani You say a lot in your post about Zara's personality and not much about the project. It isn't your partner that you need to analyse but the problem, i.e. how to choose a successful product! You describe Zara as stubborn, but aren't you being rather stubborn, too? Instead of criticizing Zara and focusing on your own feelings, you need to listen to her and find out why she thinks her product is a better idea.

Bhav Before you can decide which product idea is 'better', you need to clarify what 'better' means. Obviously, the product you choose needs to be profitable. It also needs to be practical to make and sell. And maybe there are ethical and environmental issues to consider, too. When you and Zara have agreed on some clear criteria, you can look at the pros and cons of each product and make a more logical decision.

Skye You talk about 'letting Zara win', but this isn't a competition! Your goals should be the same: to create a successful product, get a good grade and stay friends. Why don't you start by agreeing what your shared goals are? If any of your goals are different, then you need to ask yourselves why. Maybe you're into printing T-shirts and Zara loves designing phone cases, but are those goals really relevant to a business studies project?



Harry You're trying to answer the question: 'Should we choose A or B?', but maybe that's the wrong question. Instead, try asking yourselves: 'What possible options are there?' There are probably hundreds of solutions to this problem, not just two. Have you really considered all the different products that you could sell? With a bit of creative thinking, you can probably find a solution that you both feel happy with.

LEARNING OBJECTIVES

- Analyse and consider ways of dealing with a conflict situation
- Reflect on your responses to a conflict situation
- Explore and evaluate strategies for resolving conflict effectively

3 **Read the replies in exercise 2 again. Who gives the following advice in their post: Dani (D), Bhav (B), Skye (S) or Harry (H)?**

1 Theo and Zara need to discuss what aims they have in common.
2 Theo should think about the problem, not the people involved.
3 They should start by exploring more than two ideas.
4 They need clear principles to help them decide which product to choose.
5 They need to look for a win–win solution.
6 Theo should consider Zara's idea.

4 **Imagine that you are Theo. What will you do after reading the replies to your post?**

5 **Think about what you do when you disagree with someone. Read the statements in the tip box and give yourself a mark from 1 to 3 for each one. Then discuss your answers in pairs.**

- 1 = rarely true of me
- 2 = sometimes true of me
- 3 = usually true of me

Handling a conflict situation

If we handle a disagreement carefully, we can stop it turning into a major argument. Here are some strategies to try.

- **Keep calm.** Think before you speak. Don't say something that you'll regret later.
- **Listen and ask questions.** Show the other person that their feelings and needs are important. Don't assume that you understand how they feel.
- **Explain how you feel.** Don't accuse or attack the other person. Calmly say how you feel and why.
- **Focus on the 'common ground'.** There will usually be some ideas and goals that you and the other person share.
- **Analyse the problem.** Think logically, not emotionally, and use clear, objective principles to decide on the best solution.
- **Look for a win-win solution.** There doesn't need to be a winner and a loser. Work together to find a solution that you're both happy with.

6 **Match functions 1–6 to phrases a–f. Then suggest what Theo could say to Zara.**

1 calming someone down
2 understanding the other person's point of view
3 explaining how you feel
4 finding common ground
5 clarifying the problem
6 suggesting solutions

a I feel (upset / frustrated) when / because … .
b How about we … ?
c Can you explain a bit more about … ?
d I can see you're really upset. Shall we talk about it?
e I think we both want … .
f So the main question we need to answer is … . Do you agree?

7 **PROJECT** **Work in pairs or small groups. Prepare a role play for one of the conflict situations below that demonstrates how to handle a conflict situation effectively. Follow steps 1–4.**

Dan is a restaurant customer. He's angry because his food took a long time to arrive and asks to speak to the manager.

Sara is working very hard for an exam. Her best friend, Eva, is upset because Sara keeps cancelling plans to meet up.

Omar and Lucas are working on a presentation for school. Omar feels that he's done a lot more of the work than Lucas.

Lily practises her electric guitar every evening. Her neighbour complains that his young children can't sleep due to the noise.

1 Analyse the situation. Think about what each person feels, thinks and wants. You can invent any extra details.
2 Write your script. Use the strategies in exercise 5 and the phrases in exercise 6 to help you.
3 Rehearse your role play, paying attention to your body language and tone of voice. Then film it or perform it to the rest of the class.
4 Watch other pairs' / groups' role plays. How well do you think the characters handled the conflict situation? What strategies did they use?

✓ **Assess your progress** Workbook page 127

Video Dealing with conflict

Watch **Harry**, **Adil**, **Madina** and **Emma** talking about how to deal with and resolve conflict.

8 Decisions, decisions

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss which of the qualities in A might be important for each of the jobs in B. Explain your choices.

A ■ analytical ■ brave ■ competitive ■ confident ■ co-operative ■ creative ■ curious ■ decisive ■ determined ■ efficient ■ flexible ■ patient ■ polite ■ sensitive

B ■ astronaut ■ builder ■ computer programmer ■ doctor ■ firefighter ■ pilot ■ sales assistant ■ sports coach ■ teacher ■ tour guide ■ vet ■ waiter

2 Read the article. Which of the qualities in exercise 1 does Sunita have?

3 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 Sunita regretted not going to veterinary school.
2 Her brother persuaded her to try the navy.
3 She was awarded a degree at the Navy Academy.
4 After her degree, she had to change her plan.
5 She didn't want to have a 'straight' career path.
6 It was challenging working with people she didn't know.
7 She ran the Boston Marathon because she was bored.
8 She used a hi-tech solution to fix the space station.

4 REACT Discuss the questions.

1 Read Sunita's advice. Do you think it is good advice? Why / why not?
'Your career path doesn't necessarily have to be straight. Go out and try new things.'
'Don't put limits on yourself and don't let anyone put limits on you.'
'Even if you don't succeed, there are lessons to be learned along the way.'
2 What things helped Sunita achieve her ambition?

V Insight Describing jobs

5 Study the highlighted adjectives in the article. Then match them to job descriptions 1–9.

1 I left because there was no chance of moving to a higher position.
2 It requires a lot of training or practice.
3 So many things were new and difficult. It forced me to make a lot of effort.
4 It's extremely well paid and offers plenty of chances for promotion.
5 It's a lot more exciting or attractive than ordinary jobs.
6 It's not that difficult – the same tasks are repeated many times.
7 You will need to be able to cope well under pressure.
8 It's an enjoyable and interesting career, and well worth the effort.
9 Every day is different, dealing with different tasks and different people.

NO LIMITS

Do you ever think about your future and imagine what your job will be? Sunita Williams did. When she was growing up in Massachusetts in the USA, she loved animals and dreamed of becoming a vet. It was all planned out in Sunita's mind, but things didn't quite work out that way. Sunita didn't get into veterinary school.

So what happened next? Although she was disappointed, Sunita didn't think, 'If only the school had offered me a place,' or even, 'I wish I'd got better grades.' She was determined to succeed and not end up in a dead-end job, so she looked for other opportunities. Her brother, who worked in the Navy, encouraged her to apply to the Naval Academy. She tried and was accepted.

It was tough at the Academy, and although Sunita did well in some subjects, she failed others. 'I had five As and two Fs at one point,' she said. Still, she rose to the challenge, worked hard and completed her degree. Sunita was a good swimmer and wanted to be a diver in the Navy, but unfortunately, the diving course was full. One door was closed, but another opened – there were places at the flight school and being a pilot sounded glamorous. 'Your career path doesn't necessarily have to be straight,' she said later. 'Go out and try new things.'

At flight school, Sunita learned how to fly helicopters. It was challenging work, but she wanted to push herself further. She visited Johnson Space Center while she was training to be a test pilot. There, she learned that there were helicopter pilots who had become astronauts, and heard astronaut John Young talk about training to land on the moon in a simulator that was like a helicopter. That discovery got the ball rolling on her new career – as an astronaut!

Being an astronaut is a high-flying, skilled job, and very competitive. Thousands of people apply to NASA for just a few places, but Sunita was determined. In 1998 she was offered a place, and in 2006 she got her first mission to the International Space Station. Sunita was thrown in at the deep end – she had to work with two Russian astronauts in a very small space. Luckily, she got on with the Russians, who showed her the ropes. Today Sunita calls them her 'two brothers'!

Work on the space station was varied and each day was different. Sunita had a lot on her plate, from science experiments to space walks, from radio interviews to fixing heating systems. She did have some free time, but instead of putting her feet up and looking at the stars, she trained for the Boston Marathon! Every astronaut has to exercise in space. It's repetitive and can be boring, but the bottom line is that you need to stay healthy. Sunita trained for two hours every day, and on 16 April 2007, she became the first astronaut to run a marathon in orbit. It took her 4 hours and 23 minutes on a space station 340 km above earth, travelling at 28,000 km/h!

The marathon was a fun part of her time in space, but other parts were stressful. Luckily, Sunita is able to think of quick, creative solutions when she is under pressure. On her second mission in 2012, Sunita and astronaut Akihido Hoshide spent 8 hours on a spacewalk trying to fix an important part of the space station. They were missing a tool and weren't sure what to do. In the end, they made a new tool out of … a toothbrush!

But perhaps for Sunita, the most worthwhile part of her work is reaching out to young people and sharing her knowledge of life. 'Don't put limits on yourself and don't let anyone put limits on you,' she says. 'If you want something, make it happen. Even if you don't succeed, there are lessons to be learned along the way.'

6 **Complete the text with adjectives from exercise 5.**

Follow your dream

Matt didn't hate school, but he found the lessons boring and ^{1}__________, often learning the same old things over and over again. He loved drawing, though, so he constantly drew cartoons. It kept him out of trouble.

Matt was very imaginative, so every picture was different. The subjects were ^{2}__________ and often funny. But drawing wasn't easy; it was a ^{3}__________ activity which required practice. Matt did practise and soon he became so good that he could draw without looking. It made all the effort ^{4}__________.

When Matt decided to become a cartoonist, his parents and teachers discouraged him. They thought it was a ^{5}__________ career, going nowhere. It was much better to work as a well-paid company executive. That was their idea of a glamorous, ^{6}__________ job. But Matt wasn't interested in that type of job. He knew the constant pressure would be challenging and ^{7}__________.

Luckily, Matt didn't follow the advice of his parents or teachers because if he had, he wouldn't have realized his dream. Today, Matt Groening has one of the most exciting jobs in TV – he's the creator of *The Simpsons*!

V Insight Idioms: work

7 **Study the underlined idioms in the article. Then match them to definitions 1–7.**

1 take a break and relax
2 begin a project or start an idea
3 teach someone new how to do something correctly
4 put someone in a new and difficult situation without any help
5 have a lot of work and responsibilities
6 the most important reason for something
7 try your best to do something difficult and be successful

8 **TASK** **Work in small groups and discuss the statements.**

1 If you don't succeed, rise to the challenge and try again.
2 If you don't succeed, try something else.
3 If you love what you do, money isn't important.
4 The bottom line is that you need a high-flying job to be a success.

➔ Vocabulary extra ❯ Gender-neutral job titles ❯ page 113

✓ Assess your progress Workbook page 67

8B Grammar and reading

Grammar Third conditional

1 WHAT DO YOU THINK? Look at the photos and title of the article and discuss the questions.

1 How do you think a café can help homeless people?
2 What do you understand by the phrase 'pay it forward'?

2 Read the article. In what ways is Josh Littlejohn paying it forward?

PAYING IT FORWARD

SOCIAL BITE
Good Food for a Good Cause
Welcome to Social Bite

When we think about the sort of problems the world is facing today, we probably think about climate change, peoples' rights or civil wars, but we might not think about what's right in front of us. That's exactly what Josh Littlejohn did. Josh grew up in the Scottish town of Stirling, and from a young age, he was very aware that his parents were wealthy and that he had a very comfortable way of life. If Josh had had a different background, his life would have been completely different. Josh felt embarrassed by his family's wealthy background and decided he wanted to make a difference to others.

Josh started to do this by organizing small charity events. To learn more about business, he read a book by a Bangladeshi banker which changed his life. The book was about starting a business that used the profits to solve a social problem. Josh was so inspired that he travelled to Bangladesh to meet the author. If he hadn't gone to Bangladesh, he wouldn't have started his own social business.

After his trip, Josh opened a sandwich shop called Social Bite in the centre of Edinburgh with a friend, Alice Thomson. Their idea was simple: when customers bought something for themselves, they were also asked to pay something forward – to buy food or a drink for a homeless person. Every day, Josh gave the homeless people food and drinks which his customers had bought. Then one day, a homeless man called Pete asked Josh for a job. Josh said yes and gave Pete a job. If Josh had made a different decision, things would have been very different for both of them. Soon, Josh was training and employing more homeless people in the café.

Today, Social Bite employs 70 people and has five shops in other Scottish cities. Josh has also set up a Social Bite Academy to help homeless people find work. He's also organized other charity events like sleep-outs to raise awareness of homelessness in Scotland. Josh knows he was fortunate growing up and he wants to continue to pay it forward and show kindness to others. Ultimately, his aim is to end homelessness in Scotland.

3 REACT Discuss the questions.

1 Do you think paying it forward is a good idea? Why / why not?
2 Should we all be obliged to pay something forward?
3 What social problems are there in your country? How do you think people can help?

4 Read sentences 1–3 from the article and choose the correct words.

1 If Josh had had a different background, his life would have been completely different.
  a Josh **had** / **didn't have** a different background.
  b Josh's life **was** / **wasn't** different.
2 If he hadn't gone to Bangladesh, he wouldn't have started his own social business.
  a He **went** / **didn't go** to Bangladesh.
  b He **started** / **didn't start** his own social business.
3 If Josh had made a different decision, things would have been very different.
  a Josh **made** / **didn't make** a different decision.
  b Things **were** / **weren't** very different.

Grammar Insight

5 Study the sentences in exercise 4 and choose the correct words to complete the rules.

The third conditional:

a refers to events in the **future** / **past**.

b talks about **real** / **imaginary** events.

c talks about **possible** / **impossible** conditions.

d talks about **possible** / **impossible** results.

We form the third conditional with:
if + subject + past perfect, subject + *would* / *could* / *might* + *have* + past participle.

➔ **Further reference and practice ❯ Workbook ❯ page 98**

6 Complete the third conditional sentences with the correct form of the verbs in brackets.

1 If Josh ________ (not want) to make a difference to others, he ________ (not read) a book about social business.
2 If he ________ (not read) a book about social business, he ________ (not met) the author.
3 If he ________ (not met) the author, he ________ (not open) Social Bite.
4 If he ________ (not open) Social Bite, he ________ (not offer) food to homeless people.
5 If he ________ (not offer) food to homeless people, Pete ________ (not ask) him for a job.

7 8.1 Listen to the information about Josh Littlejohn's next project. Match sentences 1–5 to sentences a–e. Then make third conditional sentences.

1 Steve lost his job.
2 He wasn't able to find a new job.
3 Steve was in a difficult situation.
4 He heard about the Social Bite Village.
5 He learned new skills in the Village.

a Things went badly for him.
b His life changed.
c He ended up living on the streets.
d He got a room in one of the houses there.
e He lost everything.

8 TASK Discuss the questions.

1 Is the Social Bite Village a better idea than giving money to homeless people? Why / why not?
2 Can you think of other ways to help homeless people and end homelessness?

Grammar *I wish* and *if only*

9 8.2 Listen to three people talking about their regrets. Match speakers 1–3 to regrets a–c.

a accepting a job offer **b** listening to parents **c** leaving a team

Grammar Insight

10 Study the sentences from the recording. For each sentence, choose the correct answer. Then answer the question and complete the rules.

1 I wish I was there with him. **a** I'm there with him now. **b** I'm not there with him now.
2 If only I hadn't left Suzi. **a** I left Suzi. **b** I didn't leave Suzi.

Which sentence refers to the past and which to the present?

a We use *I wish* and *if only* + ________ to express wishes about the present.
b We use *I wish* and *if only* + ________ to express regrets about the past.

➔ **Further reference and practice ❯ Workbook ❯ page 98**

11 8.2 Listen again. Are the sentences true (T) or false (F)? Rewrite them using *I wish* or *if only*.

1 Speaker 1 followed his teacher's advice.
2 He decided to do more athletics.
3 He's still in contact with his friend.
4 Speaker 2 missed a great opportunity.
5 She needed to make money.
6 She'd like to be working with Suzi now.
7 Speaker 3 experienced problems at school.
8 He had a disagreement with his parents.

12 TASK Work in pairs. Think about three decisions you made and now regret. Tell your partner about your decisions. What would / could have happened if you had made a different decision or done something differently? Ask your partner follow-up questions. Would you have done the same thing?

✓ **Assess your progress**
Workbook page 67

8c Listening, vocabulary and speaking

A Sony Walkman

THOMSON
REUTERS
B Reuters News Agency

C Walt Disney

D McDonald's

Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Can you think of any decisions that have changed the world?
2 Do you think it's important not to change a decision after you've made it? Why / why not?
3 Look at the photos. How do you think these things / people changed the world?

Strategy Dealing with unknown words while listening

When you listen to a text, you might not understand every word that you hear.

- Don't panic! You don't have to understand every word in order to make sense of the text.
- Use the words that you do know to create a framework – a basic understanding of the text.
- Don't try to translate the text into your own language. If possible, listen once for general understanding and again to find out the details.

2 🔊 8.3 Read the strategy. Then listen to a talk and follow steps 1–4. Check your answers to question 3 in exercise 1.

1 While you listen, write down the key words that you understand.
2 Work in pairs. Compare your notes and try to retell the listening text.
3 What is the main idea of the text?
4 Did you have to understand every word in order to understand the text?

3 🔊 8.3 Listen again and answer the questions.

1 What had Akio Morita noticed that inspired him to make his decision?
2 Why was Akio Morita's decision to design the Walkman surprising?
3 Where was Julius Reuter from originally?
4 Which problem did Julius Reuter solve?
5 When did Walt Disney create his cartoon mouse character?
6 How did Walt Disney's wife influence his decision?
7 Why did Ray Kroc decide to visit a small burger restaurant in California?
8 Who were Dick and Mac McDonald?

4 REACT Which decision in the talk do you think was the most important? What are the most important decisions that you have made in your life?

V Insight Decisions and ideas

5 Study the phrases from the talk. Put them into the correct category.

■ change your mind ■ come up with a scheme ■ conceive an idea ■ dream up an idea
■ go ahead with a plan ■ have second thoughts ■ make a decision ■ make up one's mind
■ reconsider a decision

create something	decide something	think again about something

6 Choose the correct words.

1 My parents have **made** / **conceived** a decision. We're moving to Switzerland.
2 The designers liked your idea originally, but they've now **reconsidered** / **changed** their mind.
3 I've **dreamed up** / **come up** an idea for a new revision app.
4 Eliza's not sure what to do when she finishes her exams. She can't **make up her mind** / **have second thoughts**.
5 The drama teacher liked our plan for the play, so now she wants us to **dream up** / **go ahead with** it.
6 We have **come up** / **made up** with a quick and easy scheme for making money.

7 TASK Work in groups and discuss the questions. Ask follow-up questions and find out more. Then compare your answers with other groups.

1 When was the last time you came up with a scheme for something?
2 Have you ever reconsidered a decision you made? What were the consequences?
3 What do you sometimes have second thoughts about?

Speaking Giving presentations

8 🔊 8.4 **Look at the slide from a presentation. What do you think the presentation will be about? Listen and check.**

Slide 1

Welcome!

9 🔊 8.4 **Listen again and complete the lists below.**

Health benefits	*Social benefits*

10 🔊 8.4 **Listen again and complete the phrases from the presentation.**

Introducing a topic	**Giving an example**
I'd like ^{1}________ about ….	To ^{5}________ example, ….
I'm going to ^{2}________ briefly at ….	To illustrate this point, ….
In this presentation, my subject will be ….	A good example of this is ….
Sequencing events	**Concluding**
I'll ^{3}________ telling you ….	So, to ^{6}________, ….
^{4}________ on to ….	Finally, to sum up, ….
Let's begin by ….	In conclusion, ….
Now let's look at ….	

GS Global skills Addressing an audience

When you give a presentation, it's important to know who you are talking to and make sure your presentation is appropriate for your audience. During your presentation, remember to project your voice and use relevant visuals. Look up from your notes and make eye contact with the audience.

11 In what other situations might you need to address an audience?

12 🔊 8.5 **Put the presentation in the correct order (1–6). Then listen and check.**

____ **a** To give you an example of the different types of clues, teams might have to take a photo of themselves inside or outside a certain place, like a train station, or maybe a team has to find a specific object and bring it back with them.

____ **b** Does anybody have any questions?

____ **c** Let's begin by explaining what a scavenger hunt is, in case you don't know. A scavenger hunt is like a team game – there's a list of clues and each team has to find the answers.

____ **d** Finally, to sum up, I'd like to say that if you think you have a hobby that you could turn into a small business, like cooking, making videos or taking photos, don't be shy! I started organizing scavenger hunts for school events and now I organize them every weekend. Try and find a way to share your hobby with other people.

____ **e** In this presentation, my subject will be my hobby – scavenger hunts. I'm going to explain what a hunt is and how it works. Then I'm going to tell you how I made my hobby into a business.

____ **f** Now let's look at how it works. I write and plan clues for each team. Each team has to find all the answers and the winner is the team who gets all the answers correct in the shortest time.

13 TASK Prepare and give a presentation on the following topic: 'A decision that changed my life'. Use the presentation in exercise 12 to help you.

✓ **Assess your progress**
Workbook page 67

8D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Imagine these were laws in your country. Do you think they are reasonable? Why / why not?

- Teenage boys and girls must travel on separate buses.
- You have to be 18 to own a mobile phone.
- Teenagers can only wear clothes approved by parents.

2 Read the article about Rosa Parks. What happened to her? What did she do?

3 Read the article again. Match the information (1–6) to the paragraph where it is stated (A–F).

1 what would have happened if Rosa hadn't protested
2 where African Americans could sit on buses
3 how Martin Luther King reacted to violence
4 how the driver on Rosa's bus felt
5 how Rosa's actions improved life for African Americans
6 how people showed their support for Rosa

GS Global skills Culture

4 Work in pairs and discuss the questions.

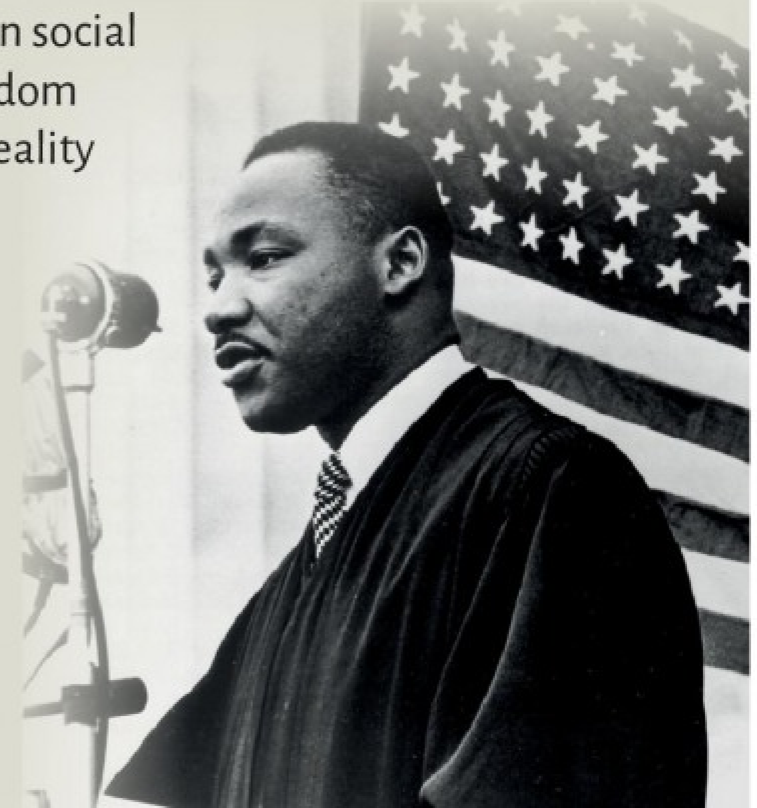
1 If you had been in the same situation as Rosa Parks on that bus, what would you have said and done?
2 What issues do BAME (Black, Asian and Minority Ethnic) communities face today? What can we do to address these issues?

V Insight Conflict

5 Read the text. Replace the words and phrases in italics with the correct form of the highlighted words in the article about Rosa Parks.

Martin Luther King was one of the most famous leaders of the civil rights movement.He first achieved national fame when he helped people organize a [1]*refusal to use a product or service* in Montgomery in 1955. People refused to use the buses in support of Rosa Parks. After his success in Montgomery, he went on to organize a [2]*public protest against something* in Birmingham, Alabama, where there was violent [3]*resistance* to the black civil rights movement. Civil rights protesters received [4]*warnings of an intention to hurt someone* and some were attacked. Dr King was arrested, although the protest was non-violent.

Dr King carried on the [5]*difficult fight* against [6]*the treatment of one group of people worse than others because they are different* and joined a huge civil rights [7]*walk to protest against something* in Washington. It was there, in August 1963, that he delivered his famous 'I have a dream' speech. In his speech, he predicted a day when social [8]*unfairness* would end, and freedom and equality would become a reality for everyone in the USA. Unfortunately, he didn't live to see that day. On 4 April 1968, he was assassinated during a visit to Memphis, Tennessee.



A BUS RIDE TO *freedom*

A On 1 December 1955, Rosa Parks had just finished work at a department store in Montgomery, Alabama. She had a job as a seamstress there, and was making her way home to help with an NAACP* youth meeting. There were a lot of people at the bus stop that evening, so Rosa did some shopping, then caught the next bus home. Luckily, she found a seat at the back, but after a few stops, more passengers got on, so the driver told Rosa to stand up. Why? Because the new passengers were white and Rosa was black. African Americans could only sit on the back seats of the bus and when the bus was full, they had to give up their seats to white people.

B In the 1950s, African Americans were treated like second-class citizens. Segregation laws separated people of different races and meant that inequality was present everywhere – on buses, in restaurants, in cinemas and in shops. Even schools were divided up according to the colour of people's skin. Back on the bus, the driver shouted at Rosa to stand up again. She wasn't tired and her feet didn't hurt, but she didn't move. By now, the driver was furious and told Rosa he would get the police. 'You may go and do so,' she calmly replied. The police arrived and Rosa was arrested. [1]She must have felt humiliated as she was driven to jail, but she didn't back down. She didn't know it at the time, but her simple act of opposition would change the course of history and end segregation in the USA.

C The next day, news of Rosa's arrest spread rapidly through the city. People decided to boycott the buses and use other means of transport. They wanted the bus company to stop discrimination against black passengers. In fact, 75% of the bus company's passengers were African Americans, so surely, they would listen?

Glossary

* NAACP = the National Association for the Advancement of Colored People, founded in 1909

They didn't, so on Monday 5 December, thousands of people walked, shared cars, rode bicycles and even rode mules to get to work. [2]It can't have been easy, but everyone was united in a common struggle.

D In the end, the boycott lasted 381 days. During that time, protestors received threatening phone calls and homes were vandalized. A young pastor at the local church called Martin Luther King led the boycott and his home was attacked, too. People were ready to fight back, but Dr King made them stop and think. 'We cannot solve this problem with violence,' he said. 'We must meet violence with non-violence.' The attacks and threats failed to scare off supporters. In fact, they united people and taught everyone the value of peaceful opposition.

E Then, finally, on 13 November 1956, the Supreme Court ruled that segregation on buses in Alabama was illegal. The next day, Rosa Parks, along with Martin Luther King, got on a city bus. Proudly, she took a seat right at the front. Rosa had shown how one person's decision could make a huge difference. She showed that civil disobedience was a powerful way to protest and she inspired the civil rights movement. Across the USA, more and more people took part in public demonstrations and went on marches. Now they were fighting against segregation and injustice in all areas of society.

F 'When I declined to give up my seat, it was not because of that day or bus in particular,' Rosa said later. 'I just wanted to be free, like everybody else.' But what would have happened if Rosa Parks hadn't refused to stand up on the bus that day? [3]Another African American passenger might have done the same soon afterwards. On the other hand, they might not have. Without Rosa's brave protest, [4]segregation could have stayed the same. And while racism continues to be experienced by Black people throughout the world, people like Rosa are helping to change people's attitudes.

Grammar Speculating about the past

6 Study sentences 1–4 in the article and answer the questions.

- **a** Which sentence talks about things we are certain happened in the past?
- **b** Which sentence talks about things we are certain did not happen in the past?
- **c** Which sentences talk about things we are not sure happened in the past?

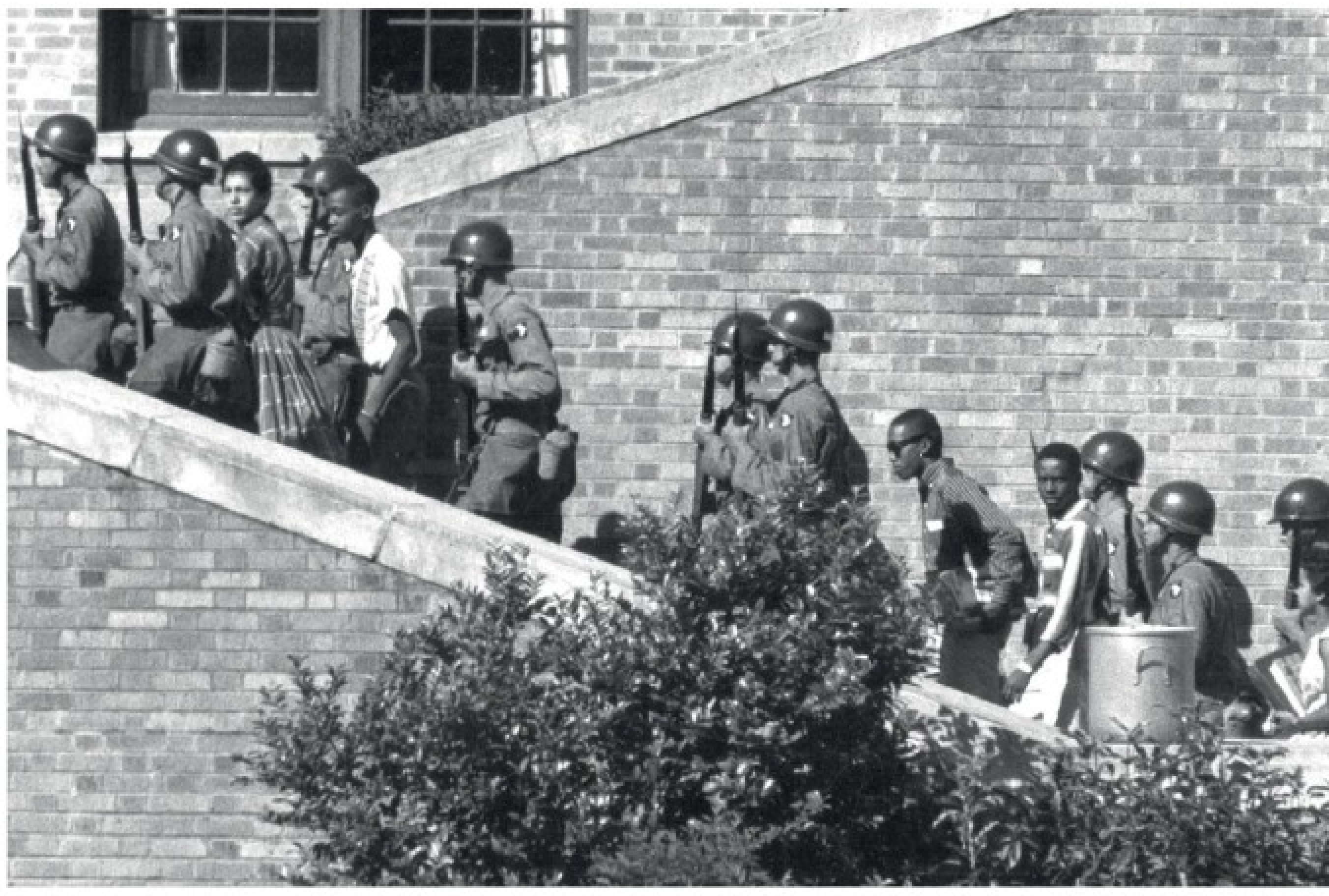
Grammar Insight

7 Look at sentences 1–4 in the article again and complete the rules.

- **a** We use ________ + *have* + past participle to talk about things we are certain happened in the past.
- **b** We use ________ + *have* + past participle to talk about things that we are certain did not happen in the past.
- **c** We use ________ or ________ + *have* + past participle to talk about things we are not sure happened in the past.

➔ Further reference and practice ❯ Workbook ❯ page 99

8 Look at the photo and answer the questions using the modal verbs in exercise 7.



1. Do you think this took place recently? Why / why not?
2. In which country did this happen? How do you know?
3. What could have happened to cause this situation?
4. How do you think the students must have felt?
5. What might have happened afterwards? Why?

9 🔊 **8.6 Listen and check your ideas in exercise 8.**

10 TASK Work in pairs and discuss the questions.

1. Could you have done what the Little Rock Nine did? Why / why not?
2. Do you think a situation like the one in Little Rock could ever have happened in your country? Why / why not?

➔ Vocabulary extra ❯ Conflict: phrasal verbs ❯ page 113

✓ Assess your progress Workbook page 67

8E **Writing** A covering email

Planning for writing

1 **Read the job advert and discuss the questions.**

1 Which other skills do you think you might need to do this job?
2 What other responsibilities might you have?
3 Would you be interested in applying for this job? Why / why not?

LIBRARY ASSISTANT – Stamford Town Library

We are looking for a hard-working student who is organized and efficient and has excellent IT skills to join our team during the summer holidays.

Your main responsibilities will include:

- helping readers make the most of the library and its services.
- organizing a summer holiday activity programme, e.g. storytelling for younger children.
- updating our e-books and audiobooks catalogue.
- setting up and running Instagram and Twitter feeds.

Please send your covering email to Eliza Frank: efrank@stlibrary.com

2 **Read the strategy and the model covering email on page 111. Find examples of strategies 1–3 in the email.**

Strategy Avoiding general statements

A covering email for a job application should avoid general statements and include detailed information which is relevant to the employer and the job.

1 Use facts, dates and numbers.
~~I've got a football coaching qualification.~~
In July 2020, I received a Level 2 football coaching qualification.
2 Avoid quantifiers like *some*, *a lot of*, *many*.
~~I did some work in a sports shop.~~
I worked for Stamford Sports for three months in 2021.
3 Give specific examples of how your experience and skills match the employer's requirements.
~~I'm hard-working and reliable.~~
I had the opportunity to develop my customer service skills during my work experience in Get Fit Gym in June.

3 **Rewrite the general statements using your own ideas. Add details and specific examples.**

1 I enjoy working with animals.
2 I'm efficient and organized.
3 I did a computer course last summer.
4 I've got a basketball qualification.
5 I passed a few exams at school.
6 I worked for a children's after-school club.

4 **Read the model email again and complete the organization boxes with headings 1–5.**

1 Achievements
2 Why you are writing
3 Experience
4 Signing off formally
5 What you are doing now

Writing Insight Action verbs

5 **Study the highlighted verbs in the model email. Match them to meanings 1–3.**

1 helped: ________, ________
2 created: ________, ________
3 organized: ________, ________

6 **Choose the correct verbs.**

1 While I was at school, I **assisted** / **developed** an email exchange programme with our partner school in Belgium.
2 Last summer, I **helped** / **co-ordinated** set up a social media feed for my swimming club.
3 As part of my coursework, I **designed** / **advised** a new website to encourage more tourists to visit my town.
4 We **created** / **assisted** customers with enquiries about the different events.
5 During the holidays, I **organized** / **developed** several activities for children in the local park.
6 Last term, I **advised** / **arranged** public speaking courses for students after school.

a ____________________

Explain where you saw the job advertisement and mention that you are attaching your CV.

b ____________________

Give reasons for your interest in this job / company.

c ____________________

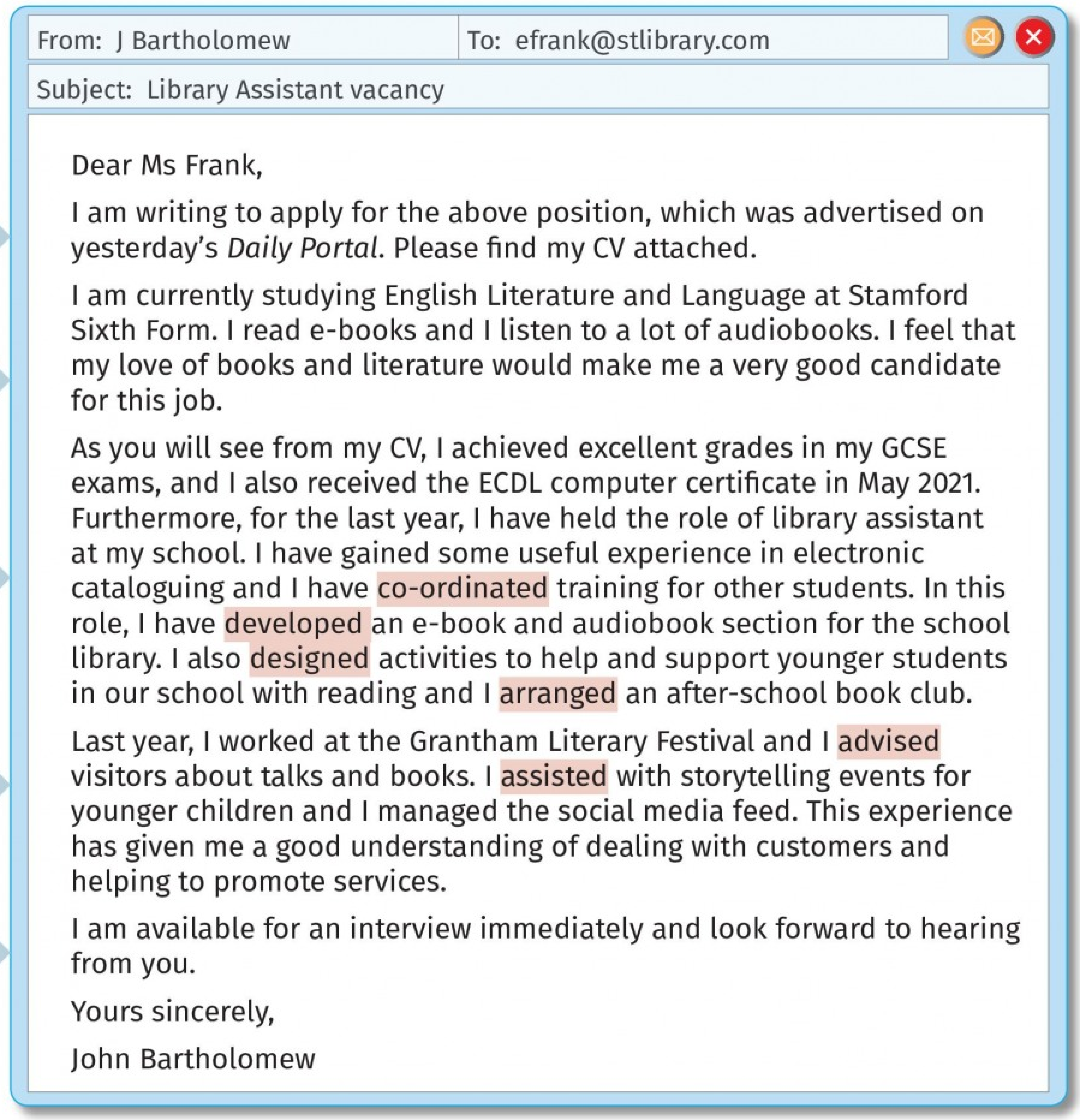
Refer the employer to specific information in your CV and show how this relates to the job.

d ____________________

Mention any other experience from school, part-time work or voluntary work which might be relevant to the job.

e ____________________

Request an interview and say when you are available.



From: J Bartholomew

To: efrank@stlibrary.com

Subject: Library Assistant vacancy

Dear Ms Frank,

I am writing to apply for the above position, which was advertised on yesterday's *Daily Portal*. Please find my CV attached.

I am currently studying English Literature and Language at Stamford Sixth Form. I read e-books and I listen to a lot of audiobooks. I feel that my love of books and literature would make me a very good candidate for this job.

As you will see from my CV, I achieved excellent grades in my GCSE exams, and I also received the ECDL computer certificate in May 2021. Furthermore, for the last year, I have held the role of library assistant at my school. I have gained some useful experience in electronic cataloguing and I have co-ordinated training for other students. In this role, I have developed an e-book and audiobook section for the school library. I also designed activities to help and support younger students in our school with reading and I arranged an after-school book club.

Last year, I worked at the Grantham Literary Festival and I advised visitors about talks and books. I assisted with storytelling events for younger children and I managed the social media feed. This experience has given me a good understanding of dealing with customers and helping to promote services.

I am available for an interview immediately and look forward to hearing from you.

Yours sincerely,

John Bartholomew

Writing your email

Imagine you want to apply for the position below. Write a covering email applying for the job.

CAMP COUNSELLOR

Sunshine Summer Camp is looking for young, enthusiastic people to help with teaching, food preparation and evening entertainment at our summer camps for seven- to fourteen-year-olds. The camps run from June until September.

We are looking for people who:

- enjoy working with children.
- have experience in teaching sports, arts and crafts or music.

Email us: summersunshine@camps.org

PLAN **Read the task and check you understand it.**

Think about the qualifications you have, the experience you can offer and why you want the job.

Look back at the strategy on page 110. Think about the language you will use and how you will avoid general statements.

Create a plan with your ideas. Decide how many paragraphs you will have and what information you will include in each one.

WRITE **Write your covering email. Use the model email and your plan to help you.**

REVIEW **Check your email. Use the checklist to help you.**

Have you:

- included the information from the task?
- used a clear paragraph structure and register?
- avoided general statements?
- used a variety of action verbs?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 67**

Review 8

Vocabulary

1 **Complete the text with the correct adjective form of the words below.**

■ challenge ■ fly ■ glamour ■ repetition ■ stress
■ vary

In my dream future, I'd love to be either a [1]__________ Hollywood actress, or a wealthy, high-[2]__________ businesswoman. I want to do [3]__________ work, trying different things every week. A job that's *quite* [4]__________ is OK, but not *so* difficult that it becomes [5]__________. On the other hand, I also don't want to do anything that's so [6]__________ it's boring. Sounds easy, doesn't it?

Marks ___ / 6

2 **Complete the idioms in the sentences with one word in each gap.**

1 Is it your first day in the office? Wow, you've been thrown in at the __________ end, haven't you?
2 Don't worry, I'll __________ you the ropes and explain what to do.
3 Let's start the __________ rolling. You organize these files while I make coffee.
4 More work. I know it's hard, but I'm sure you'll __________ to the challenge.
5 I've got a __________ on my plate at the moment. Could you do my paperwork, too?
6 I'm going to __________ my feet up for a break!

Marks ___ / 6

3 **Complete the text with one word in each gap.**

My mid-morning coffee can be very inspiring! At 11 a.m. today I [1]__________ up with a brilliant scheme to raise more money for the charity, but then I had second [2]__________ and changed my [3]__________. I then dreamed [4]__________ several more great ideas, but it was so hard to choose. I couldn't [5]__________ up my mind! My boss liked my original plan best, so now we're going [6]__________ with that. And now I need another coffee!

Marks ___ / 6

4 **Complete the sentences with the words below.**

■ boycott ■ demonstration ■ discrimination ■ march
■ struggle ■ threat

1 We must end prejudice and racial __________.
2 Protesters held a noisy __________ inside the town hall.
3 'You'll be arrested!' 'Is that a __________?'
4 Starting tomorrow, we're all going to take part in a __________ of the unethical supermarket.
5 The animal rights __________ was 4 km long.
6 We're fighting for equal rights, but it's a __________.

Marks ___ / 6

Grammar

5 **Rewrite the sentences using the third conditional.**

1 Mark Zuckerberg did well at school, so he went to university.
If ______________________________ university.
2 The university didn't have a social networking site, so Mark invented one.
Mark ______________________________ one.
3 Facemash wasn't a success because the university didn't approve of it.
If ______________________________
______________________________ a success.
4 Mark invented Thefacebook because he wasn't happy with the university's decision.
Mark ______________________________
______________________________ the university's decision.
5 Thefacebook became so popular that thousands of Harvard students joined it.
If ______________________________
______________________________ it.
6 Facebook opened to the public in 2006, becoming the biggest social networking site in the world.
If ______________________________
______________________________ social networking site in the world.

Marks ___ / 6

6 **Imagine you are Mark Zuckerberg's former college friend. Express the ideas in brackets as wishes or regrets using the words in brackets.**

1 I didn't invent Facebook. (I wish)
2 I don't have as much money as Mark. (if only)
3 I work in a boring office job. (if only)
4 I didn't work hard at university. (I wish)
5 I spent most of my time socializing. (if only)
6 I'm not a computer genius. (I wish)
7 I thought programming was boring. (if only)
8 I laughed at Mark. (if only)
9 Mark and I aren't friends today. (I wish)
10 I'm addicted to Facebook now! (if only)

Marks ___ / 10

7 **Complete the sentences with one of the modal verbs in brackets and the correct form of the verbs below.**

■ feel ■ have ■ know ■ miss ■ see

1 She ____________________ terrible when she failed her exam, that's for sure. (must / may)
2 'Why is she late?' 'She ____________________ the bus.' (can't / might)
3 'I saw him yesterday.' 'You ____________________ him. He's still in Tokyo!' (must / can't)
4 You ____________________ the time of your life in Africa. I'm jealous! (might / must)
5 'Why didn't David come to my birthday party?' 'He ____________________ about it. He never misses a party!' (can't / must)

Marks ___ / 10

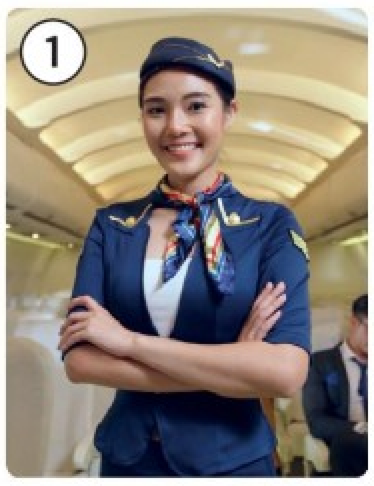
Total ___ / 50

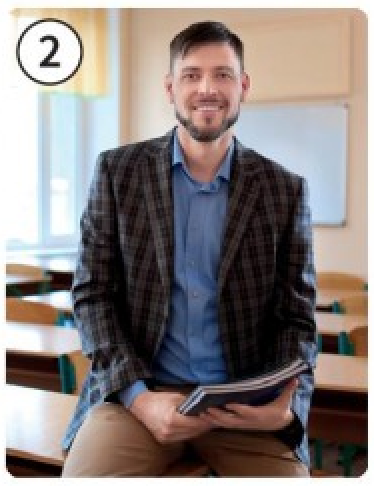
Vocabulary extra 8

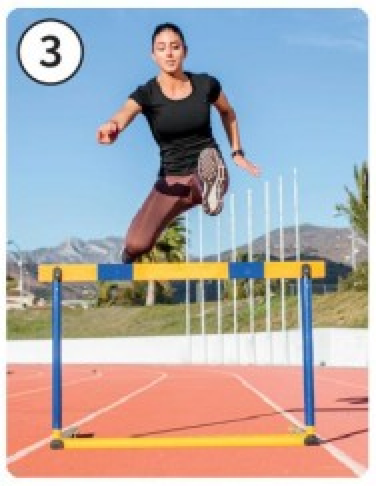
Gender-neutral job titles

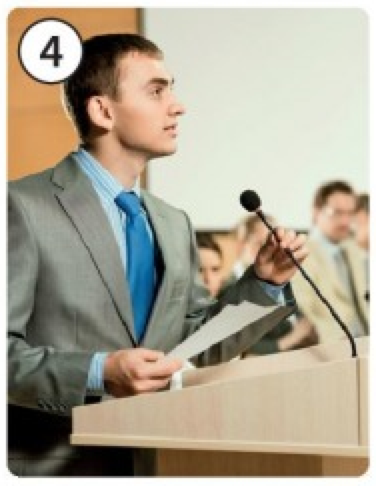
1 **Label the photos with the words below.**

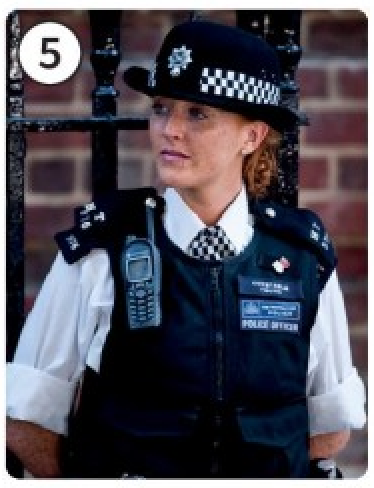
■ actress ■ fireman ■ headmaster ■ policewoman
■ postman ■ salesman ■ spokesman ■ sportswoman
■ stewardess

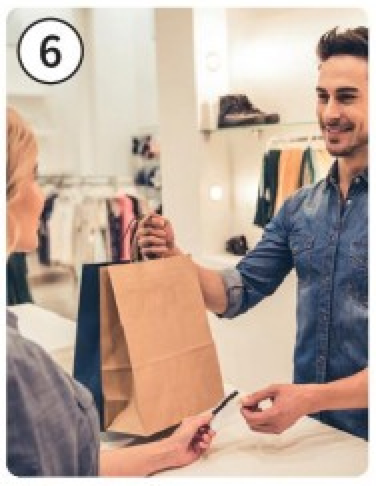

1 ____________

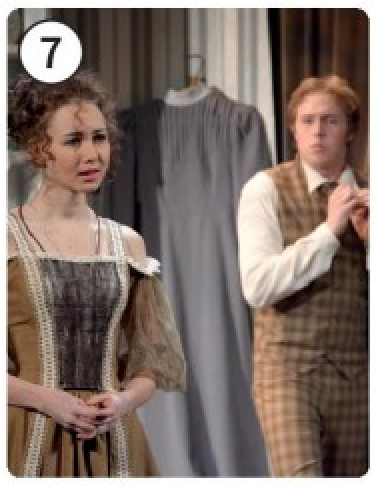

2 ____________

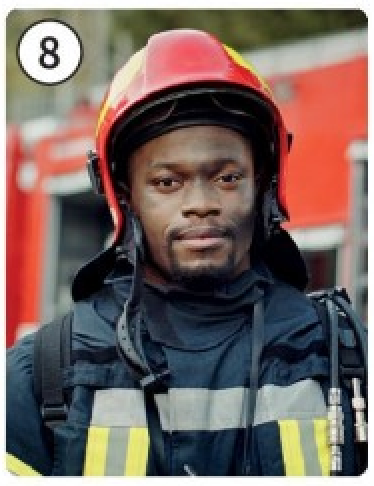

3 ____________

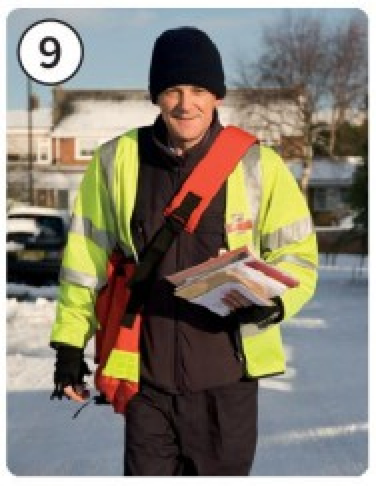

4 ____________


5 ____________


6 ____________


7 ____________


8 ____________


9 ____________

2 **Match the gender-neutral words below to the jobs in exercise 1.**

■ actor ■ athlete ■ flight attendant ■ fire fighter
■ headteacher ■ police officer ■ postal worker
■ shop assistant ■ spokesperson

3 **Complete the sentences with the correct form of the gender-neutral job titles in exercise 2.**

1 ____________ are investigating the crime.
2 The ____________ forgot his lines during the play. It was really embarrassing.
3 We asked the ____________ what time the plane would arrive.
4 The student was sent to see the ____________.
5 They interviewed the ____________ after she won the race.
6 A ____________ made a statement on behalf of the company.
7 We asked a ____________ the price of the phone.
8 ____________ rescued five people from the burning building.
9 I asked the ____________ if he had any letters for me.

Conflict: phrasal verbs

1 **Read the text and find ten phrasal verbs related to conflict.**

> Aung San Suu Kyi was born in Myanmar in 1945, but she and her mother went to live in India when she was 15. She didn't return to her homeland until 1988, when her mother was very ill. At the time, the people of Myanmar were taking on the country's ruler because they wanted political reforms. On her return, Ms Suu Kyi became their leader and together, they stepped up the campaign. Like Martin Luther King, Ms Suu Kyi encouraged her supporters to engage in a non-violent campaign. However, the authorities fought back hard and in the end, the army gained power. They held elections in 1990, which Ms Suu Kyi's party won. But the army refused to give in to public opinion and they put Ms Suu Kyi under house arrest. In 1999, she rejected the offer to visit her sick husband in the UK, because she thought the government might throw her out of Myanmar. Ms Suu Kyi was under house arrest for 15 years, but she didn't back down on her ideas. People abroad stood up for her throughout her arrest and, eventually, the government eased off the restrictions. When new elections were held in 2010, Ms Suu Kyi's party won again, but this time, the army had to face up to her popularity.

2 **Match the phrasal verbs in exercise 1 to definitions 1–10.**

1 admit that you have been defeated
2 attack somebody who has attacked you
3 take back an opinion that people are strongly opposed to
4 support or defend something
5 accept and deal with something difficult
6 force somebody to leave a place
7 fight against somebody
8 increase the amount of something
9 take part in something
10 become or make something less strong

3 **Think of a conflict that you know about. Write sentences about it using the phrasal verbs in exercise 2.**

Students are taking on the government over cuts in education.

Cumulative review Units 1–8

Listening

1 🔊 **8.7 Read the advertisement. Then listen to four extracts from job interviews. Make short notes of all the key words and ideas you hear.**

> **Scope**, the biggest disability charity in the UK, is looking for volunteers to raise funds, help to organize campaigns and deal with enquiries. Could this be you?

2 🔊 **8.7 Listen again. Match speakers 1–4 to options a–e. There is one option that you do not need.**

Which speaker:
- **a** has a disability?
- **b** enjoys telephone work?
- **c** had second thoughts about attending?
- **d** has previously raised money for a charity?
- **e** hopes that the work won't be repetitive?

Speaking

3 **Work in pairs. Tell each other what your dream job is and why.**

4 **Work in pairs. Take turns to interview each other for your dream job. The interviewer should ask at least three questions. Use the ideas below or your own ideas.**

Student A: interviewer
- Let's begin by … .
- I'd like to ask you about … .
- Would you mind telling me … ?

Student B: job applicant
- I would describe myself as … .
- A good example of this is … .
- As far as I'm concerned, I'd be the ideal candidate for this job because … .

Reading

5 **Read the blog post and choose the correct answers.**

1 What does Carly tell us about disabled museum visitors in the first paragraph?
   - **a** Numbers are fewer now than in the past.
   - **b** Access to museums is still very poor for people with all kinds of disabilities.
   - **c** Access for people with hearing problems is now excellent.
   - **d** People who can't see well are now visiting museums more frequently.

2 How does Carly experience the sculptures?
   - **a** The tour guide explains everything to her.
   - **b** She has her own interpreter who uses sign language for her.
   - **c** The tour guide uses sign language to communicate with her.
   - **d** The other people in her group interpret the tour guide for her.

www.lendmeyoureyesandears.co.uk/carlygreen

my**blog**

About me

I'm Carly Green and I'm 19 years old.
I'm a history lover, artist and blogger.
I also happen to be deaf-blind.

MONDAY 13 APRIL

Must-see museums

The greater part of the population may view, enjoy or even be shocked by museum exhibits whenever they choose. For disabled visitors, it can be more difficult. Nevertheless, facilities for wheelchair users have greatly improved in recent years, and tours for deaf people are now more widely available (although we still have some way to go). However, the treatment of people who are blind, partially sighted or deaf-blind lags far behind, despite growing admission figures from this minority group. This week, I want to focus on one museum that is making a difference to people like me.

Last Saturday, I visited the deCordova Sculpture Park and Museum in Lincoln, Massachusetts – a place that makes art accessible to everyone – with my tactile sign interpreter and a group of other deaf and blind people. My sign interpreter lends me her eyes and ears, and signs on my hand so I can understand what is being said. I put my hands over her hands to feel the shape, movement and location of the signs she is making. The park features over 60 modern and contemporary sculptures and installations, as well as other museum exhibits. Our blind guide, Brandon, met us and he took us round the park.

3 Which sculpture had the biggest effect on Carly?
   - **a** the bronze head
   - **b** the woman with her arms out
   - **c** the two large black hearts
   - **d** all of them

4 How have Carly and her friends expressed their feelings about other museums?
   - **a** They have stopped going to certain museums.
   - **b** They have taken part in demonstrations.
   - **c** They have told other people to go and touch exhibits.
   - **d** They have walked out.

5 What does Carly tell us about the deCordova Museum?
   - **a** She would like other museums to follow this example.
   - **b** Everyone in the museum is very positive.
   - **c** She is proud of the museum.
   - **d** Visitors aren't encouraged to get stuck in and touch everything.

➔ Literature Insight 4 ❯ Workbook ❯ page 110

POSTS ABOUT FOLLOW ARCHIVE

The first sculpture was a huge bronze head on the ground. As we touched it, Brandon explained how the sculptor had made it. One of the other members of the group asked if there was something inside the eye. Again, Brandon used sign language to explain how the sculptor had created a hole. My sign interpreter communicated that to me.

Then Brandon took us to a tall statue of a woman with her arms out in front of her. I stared at it for ages and in the end, I gave it a big hug. But it was another huge sculpture with two big black hearts standing side by side that made the largest impression on me. When I touched the two hearts, I could distinguish all the different objects on the surface – there were shoes, shells, different tools and there was even a hand in the shape of the letter D in sign language. How cool is that!

My friends and I have often felt so uncomfortable in a museum that we have left – boycotting the gift shop in an ineffectual protest. We all know the first rule in most museums is 'Don't touch', but it is completely different here compared with other museums where touching is an act of disobedience. Everyone is encouraged to touch everything. It was such a positive experience in comparison. This really is a museum that is proud to make art accessible to everyone. I wish more museums could be like this.

Grammar and vocabulary

6 Complete the second sentence so that it has a similar meaning to the first sentence. Write between two and five words, including the given word. Do not change the given word.

1 Welcoming disabled visitors would be a good idea for all museums. (ought)
All museums ______________________ disabled visitors.
2 'What skills can you offer us?' they asked me. (I)
They asked me what skills ______________________ .
3 I regret not volunteering last year. (wish)
I ______________________ last year.
4 Giving up was an option I chose not to take. (could)
I ______________________, but I chose not to.
5 Thousands of tourists visit the museum. (visited)
______________________ thousands of tourists.
6 I started volunteering in 2020. (volunteer)
I've ______________________ 2020.
7 I leave college at the end of July. (will)
By August, ______________________ college.
8 'You passed the test,' my teacher said to me. (I)
My teacher told ______________________ the test.
9 I'm passionate about making a difference to people's lives. (transform)
I really want ______________________ people's lives.
10 Everyone has been very kind to me. (kindness)
I've been shown ______________________ everyone.

Writing

7 Read the job advertisement. Then write a covering email applying for the job.

The Town and Country Museum
BLACKTHORPE

We are looking for summer volunteers to welcome and assist visitors.

We are keen to hear from applicants who can use sign language to help with tours for deaf visitors. We'd also love to hear from you if you think you could run tours and be the eyes for our visually impaired visitors.

We can provide training to teach you tactile sign language for deaf-blind visitors.

Please apply to the manager, Ms Weston, including the following information:

- why you are interested in applying.
- what useful experience you have.
- what languages you have studied.
- any other relevant skills you may have.
- when you will be available in the summer.

➔ Exam Insight 4 ❯ Workbook ❯ page 120

9 Born digital

Reading and vocabulary

1 WHAT DO YOU THINK? Read the opinions about computer games. Which do you agree / disagree with and why?

1 'Gaming can give you more confidence.'
2 'Online games are totally addictive.'
3 'People play games to escape from their problems.'

Strategy Critical thinking: identifying pros and cons

When you read an article discussing the pros and cons of an idea or situation, make a list of the pros and cons the writer identifies. This will help you understand the argument and judge how balanced it is. It will also help you evaluate the writer's ideas and decide whether you agree or disagree with their conclusion.

2 Read the strategy and the article. Make a list of the pros and cons of computer games presented in the article. Then answer the questions.

1 Does the writer present a balanced argument?
2 Can you think of any other pros or cons?
3 Do you agree with the writer's conclusion?

3 Read the article again. Match sentences a–f with gaps 1–5 in the article. There is one sentence that you do not need.

a Consequently, it helps them develop the skills they need as an adult.
b Millions of teens all over the world are probably asking the same question.
c He uses it to escape from the grim reality of life in 2045.
d They dream up challenges and rewards to give us a sense of achievement.
e If he gets picked on at school, he can open up to friends in online games.
f It's possibly more addictive for younger players.

4 REACT Discuss the questions.

1 Should parents worry about what teens are playing? Why / why not?
2 Why does Art3mis remind Wade she is an avatar? Why is it important that you know who you are talking to?

V Insight Phrasal verbs: relationships

5 Study the highlighted phrasal verbs in the article and in exercise 3. Replace the phrases in italics with the correct form of the phrasal verbs.

1 Leah couldn't *return to her usual self after* losing the game.
2 Joel *lost control of his feelings* and cried when his parents took away his gaming console.
3 We usually *bring each other up-to-date on* school gossip when we are playing online.
4 I *unexpectedly met* my best friend while I was shopping at Game Stop.
5 It's difficult to *talk freely to* someone when you're face to face. It's easier online.
6 When we first met, we *liked each other* immediately. We're both really into role play!
7 We sometimes argue over games but we *become friends with* each other afterwards.
8 If you *are horrible and nasty to* other players, you'll be banned from the group.
9 We always *support and defend* our teammates when someone is mean to them.
10 His friends hadn't invited him to the game and he was feeling *not included*.

THIS ISN'T JUST A GAME

'Addiction, arguments, interventions … families torn apart. It's real, it's happening here, to parents who are shocked.' Sounds dramatic? It is. This is the beginning of a reality TV programme about the effects of gaming on families. The programme shows parents trying to deal with their teenagers' screen time and gaming habits. In one part, a girl breaks down in tears when her parents take her controller and she loses her 'last and final battle'. 'It was like cutting my arm off,' she cries. In another, a mum confronts her son who has been gaming online for hours: 'Tyler, you need to get off,' she says. Her son gives her an angry look and asks, 'Why are you stopping me?' [1]____ But are parents' concerns about online gaming unreasonable?

Gaming and addiction is currently a hot topic. In 2018, the World Health Organization officially recognized a new mental health condition called 'gaming disorder'. It described the condition as an obsessive playing of computer games, where the game becomes more important than other daily activities, such as spending time with family and friends, sleep and school. In fact, some kids are so into their gaming that they won't leave their screens to use the bathroom! So why do they do it?

It's easy to explain. Gaming is big business, worth more than $36 billion a year, so developers design games to stimulate the addictive parts of the brain. They give out freebies such as points, skins or weapons to keep us interested and hoping for more. [2]____ Sometimes these virtual worlds are more attractive than the world we live in. In the futuristic film *Ready Player One*, teenager Wade Watts plays the VR game *Oasis*. [3]____ 'People come to the *Oasis* for all the things they can do,' he says. 'But they stay because of all the things they can be.' It's the only place where Wade feels like his life means something.

STEVEN SPIELBERG FILM
READY PLAYER ONE

While playing all day is obviously not good for you, not playing at all – if your peers play – is also not recommended. Online gaming, in moderation, can help teenagers become more independent and confident. It's a 'third space' for young people to socialize, where there are no parents or teachers. Teens can make their own decisions – they can hit it off with people and make new friendships, get over arguments and make up with friends without supervision. [4]____ Perhaps parents need to be sympathetic to this?

Gaming is also about belonging to a group. Tyler often meets school friends online and trades gaming items. On the way to school, he runs into his friends and they catch up with the latest gaming news. It's a shared experience and he's part of a community – he's not left out of the conversation. In his online group, he'll have friends who like him and will stick up for him. [5]____ If he didn't play, he'd lose the support these groups offer. This could eventually have a worse effect than a few hours of gaming. Social isolation can lead to depression.

However, you have to belong to the right group. Psychologists say that when a teen consistently spends time gaming every day, parents should worry less about what they are playing and more about what groups they are part of and who they are talking to. In *Ready Player One*, the gamer Art3mis reminds Wade that they don't know each other and that he's playing with an online avatar – Wade has no idea who she really is.

Maybe the best way to identify the effects of gaming is to ask yourself three simple questions: is it making you more confident? Are you becoming more outgoing and friendly? Or are you feeling moody and introverted? Ultimately, we need to look beyond the content of the games and at what teenagers are actually doing with them. As Wade says in *Ready Player One*, 'This isn't just a game.'

V Insight Words often confused

6 Study the underlined words in the article and in exercise 3. Then choose the correct definition for each word in 1–5.

1 actually / currently
  a really, in fact
  b at the present time, at the moment
2 latest / last
  a final, coming after all others
  b the most recent
3 consequently / consistently
  a as a result, because of this
  b regularly, constantly
4 sympathetic / friendly
  a happily communicating with someone
  b showing that you understand people's feelings and feeling sorry for them
5 eventually / possibly
  a perhaps, maybe
  b in the end, finally

7 Choose the correct words.

> [1]**Currently** / **Actually**, my mum is watching a television series called *Teenage Internet Addicts*. Yesterday, there was a boy on the programme who [2]**actually** / **currently** played online games for eight hours every day. It was extreme, and my mum was shocked. I was shocked as well. I know I play every day, too, for [3]**possibly** / **eventually** one or two hours, but that's normal. Anyway, last night I was playing *Fornite* with Luka. We were the [4]**last** / **latest** people left in the game and we were chatting about school. Luka had a problem and I was being [5]**sympathetic** / **friendly**. Then Mum walked into the room. She had my school report and she wasn't smiling. She sat down and talked to me about my grades. [6]**Eventually** / **Possibly**, she told me she was taking my computer downstairs so I could concentrate on my work. [7]**Consequently** / **Consistently**, I can't play *Fornite* for a week!

8 TASK Discuss the questions.

1 How much time do you actually spend on screens every day? Is it mostly on social media, gaming or watching series or online videos?
2 In the future, will you possibly spend more time on-screen? What effect might this eventually have on a) your relationships and b) your everyday life?
3 Wade Watts says, 'People (play online games) for all the things they can do. But they stay because of all the things they can be.' Do you agree? Why do you think most people play computer games?

➔ **Vocabulary extra ❯ Technology ❯ page 127**

✓ **Assess your progress Workbook page 75**

9B Grammar and reading

Grammar Defining relative clauses

1 WHAT DO YOU THINK? Discuss the questions.

1 In what ways does the internet make it easier to stay in touch with people?
2 What are the positive and negative effects of the internet on relationships?

2 Read the article and answer the questions.

1 What is the relationship between the women?
2 How did they meet?
3 How did the internet help their relationship?

Lost and found

SXSW FILM
IFC
epsi
Lite
esurance
RONICLE

We live in a world where digital communication is quick and easy, and we can find out anything we want within seconds. But can you imagine finding out you had a twin sister you never knew you had through social media? That's exactly what happened to Anaïs Bordier.

[1]One day, Anaïs was watching a YouTube video which a young American woman had made about adoption. She saw a dark-haired young woman whose hair and eyes were the same colour as hers. She thought the woman who had made the video looked exactly like her. After doing a little more research, Anaïs discovered that the woman was Samantha Futerman. She had the same birthday as Anaïs and was born in the same year. It was a few days later when Anaïs decided to send a Facebook message to the young woman whose video she had watched.

[2]When Samantha replied and confirmed that the South Korean city where she was born was the same city where Anaïs was born, the girls decided to 'meet' in a video call. Once they saw each other and spoke, they knew almost immediately that they were twins. They took a DNA test that confirmed this.

Both girls were born in South Korea, but they were adopted by different families as babies. [3]Samantha is an American actress who lives in New Jersey. Anaïs is a fashion designer who lives and works in Paris. The twins are now best friends and keep in touch and see each other as often as they can.

3 REACT What would you have done in Anaïs's situation? How do you think Anaïs and Samantha felt the first time they met?

Grammar Insight

4 Study sentences 1–3 and the highlighted relative pronouns in the article. Complete the rules.

The underlined clauses are defining relative clauses. They come immediately after a noun and they give essential information about the noun. Relative pronouns introduce the clause.
We use:

a __________ or *that* for people.
b __________ or __________ for things.
c __________ for possessions.
d __________ for places.
e __________ for time.

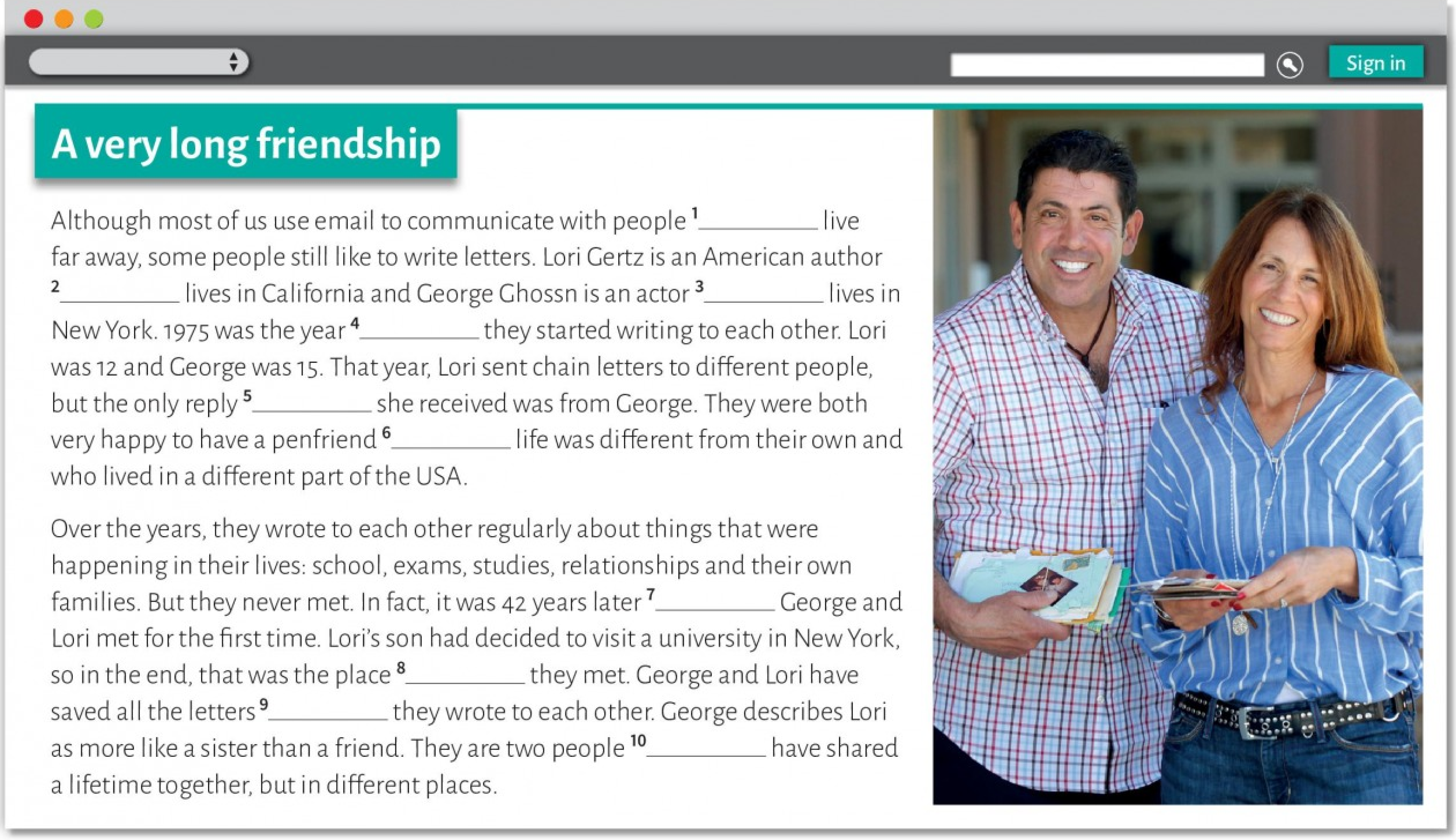
➔ **Further reference and practice ❯ Workbook ❯ page 100**

5 Study sentences 1 and 3 in the article again and answer the questions.

1 In which sentence is the relative pronoun the subject of the verb in the relative clause? In which is it the object of the verb?
2 In which sentence can we leave out the relative pronoun? Why?

6 Read the article again and find more examples of defining relative clauses.

7 **Complete the text with relative pronouns.**



A very long friendship

Although most of us use email to communicate with people ¹________ live far away, some people still like to write letters. Lori Gertz is an American author ²________ lives in California and George Ghossn is an actor ³________ lives in New York. 1975 was the year ⁴________ they started writing to each other. Lori was 12 and George was 15. That year, Lori sent chain letters to different people, but the only reply ⁵________ she received was from George. They were both very happy to have a penfriend ⁶________ life was different from their own and who lived in a different part of the USA.

Over the years, they wrote to each other regularly about things that were happening in their lives: school, exams, studies, relationships and their own families. But they never met. In fact, it was 42 years later ⁷________ George and Lori met for the first time. Lori's son had decided to visit a university in New York, so in the end, that was the place ⁸________ they met. George and Lori have saved all the letters ⁹________ they wrote to each other. George describes Lori as more like a sister than a friend. They are two people ¹⁰________ have shared a lifetime together, but in different places.

8 **Join the sentences using defining relative clauses. Use a relative pronoun only where necessary.**

1 Olivia is my friend. Her family moved to Canada.
Olivia is my friend ______________________________.
2 It was at the end of last summer. Her parents both got new jobs and the family left.
It was at the end of last summer ______________________________.
3 A nursery school in Dublin is the place. We met there 12 years ago.
A nursery school in Dublin ______________________________.
4 My third birthday was the day. Our nursery teacher introduced us then.
My third birthday ______________________________.
5 These are the emails. We write them to each other.
These are the emails ______________________________.
6 Email is the main form of communication. It helps us to stay in touch.
Email is the main form of communication ______________________________.

9 🔊 **9.1 Listen to a radio programme and match 1–8 to a–h. Then make full sentences with *who*, *whose*, *which*, *that* or *where*.**

1 There are a lot of people
2 The Juliet Club is an organization
3 In the 1930s, a gardener answered letters
4 Every year, we receive more than 10,000 letters and emails
5 Verona is the city
6 I'm a volunteer
7 The evening is the time
8 I'm often writing replies to people

a people had written to Juliet.
b works from home.
c the story of Romeo and Juliet took place.
d hearts have been broken.
e come from all over the world.
f use email as the main means of long-distance communication.
g I sit down and reply to people.
h writes letters.

10 **TASK** **Choose the correct relative pronouns. Then work in pairs. Take turns to choose a topic and talk about it.**

1 Describe a time **when** / **who** you fell out with a friend.
2 Talk about a friend **whose** / **who** qualities you admire.
3 Discuss the advantages of having friends on social media **that** / **whose** you've never met.
4 Describe the place **where** / **when** you like to hang out with your friends.

✓ **Assess your progress**
Workbook page 75

9c Listening, vocabulary and speaking

Listening and vocabulary

1 **WHAT DO YOU THINK? Discuss the questions.**

1 What was the first gadget you ever had? How old were you when you got it?
2 How important are gadgets in our lives today?
3 Which gadget could you not live without? Why?

2 **Look at the photos and put them in order from 1 to 5 (1 = most important in your life, 5 = least important). Then work in small groups and compare your ideas.**

3 **🔊 9.2 Listen to four people talking about their favourite gadgets. Match speakers 1–4 to photos A–E. Which gadget is not mentioned?**

4 **🔊 9.2 Listen again and match speakers 1–4 to sentences a–j. You can match some sentences to more than one speaker. There are two sentences that you do not need.**

This speaker:

a uses a gadget whilst at the beach.
b talks about a friend who broke a gadget.
c talks about the size of a gadget.
d says that a gadget is not very new.
e uses a gadget mainly to help them with their coursework.
f replaces their gadget regularly.
g sometimes makes calls with a gadget.
h has lost their gadget more than once.
i talks about the cost of a gadget.
j talks about accessories for a gadget.

5 **REACT Discuss the questions.**

1 Speaker 1 says losing everything on her phone would be like losing part of herself. Do you agree?
2 How would you feel if that happened to you?
3 Which speaker do you think you are most like? Why?

V Insight Describing gadgets

6 **Which gadgets did the speakers describe with these sentences? What other gadgets could they describe?**

1 It's a bit fragile, but I've got a good cover for it, so I'm not worried that something will happen to it.
2 It was very expensive, actually, so I'm super careful with it.
3 It probably looks a bit out-of-date now.
4 It's an inexpensive way of feeling like I'm at a live gig.
5 My favourite gadget is so efficient – it does everything and it's really fast.
6 It's extremely convenient and so easy to use.
7 It's not very reliable, actually, and there are all sorts of problems with it.
8 It's small, portable and waterproof.

7 **TASK Work in pairs. Think of a gadget and describe it to your partner. Use the highlighted words in exercise 6. Your partner needs to guess the gadget that you are describing.**

Speaking Asking for instructions and explanations

8 **Work in pairs. Do you always read the instructions for a new gadget before you use it? Why / why not?**

9 🔊 9.3 **Listen to a dialogue and answer the questions.**

1 Why is Jake phoning his grandfather?
2 Which button does his grandfather tell Jake to press first?
3 Where is the 'Home' button?
4 What does his grandfather tell Jake to do with the icons on the screen?
5 Why is there nothing on the screen?

10 🔊 9.3 **Complete the phrases from the dialogue. Then listen again and check.**

Asking for instructions	Checking that the listener understands
How does 1________? How do I do that? What do I do next?	Do you see 4________? Is everything clear so far? Are you following me so far?
Giving instructions	**Confirming understanding**
First, 2________ on. Now 3________ the 'Settings' option. Then choose / download	Right, 5________. I 6________, but . . . .

GS Global skills Asking for repetition or clarification

When you don't understand something or haven't heard it properly, it's important to ask the speaker to repeat what they've said. Try to ask politely and use expressions like: *Could you say that again, please? Sorry, I don't quite follow you. I'm not quite sure I know what you mean. I'm sorry, I didn't quite catch that.*

11 **What other phrases could you use to ask for repetition or clarification?**

12 🔊 9.4 **Complete the dialogue with phrases from exercise 10. Then listen and check.**

Mum So, how are you finding the new smart speaker?
Molly Well, it was a great present, but how do I get it to work?
Mum It's simple. 1________________, plug it in.
Molly Yes, I've done that.
Mum Great. 2________________ the app onto your phone.
Molly Download the app … but it's a smart speaker.
Mum Yes, but you need the app to get the speaker to work. 3________________
Molly Sort of. OK, I've done that and I've managed to log in. 4________________
Mum There should be a message that says something like 'New device detected' or 'Set up device'. 5________________ me so far?
Molly I think so.
Mum Good. Now select the message on the screen.
Molly I don't quite follow you. 6________________
Mum Just touch the message on your phone screen, Molly.
Molly Oh, yes. 7________________ that. Now there are some more instructions.
Mum Great. Just follow those and then it should work. 8________________, Molly?
Molly Yes, it's all fine. That was easy. Thanks, Mum.
Mum No problem. Any time.

13 **TASK** **Work in pairs and prepare a dialogue. Use the situation below or your own idea.**

Student A: you have bought a games console, but it won't work. Ask your friend to help you.

- You can't see a picture on the TV screen.
- The controller doesn't work.

Student B: check that your friend:

- has connected the games console to the TV.
- has put batteries in the controller.

✓ **Assess your progress**
Workbook page 75

9D CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 How often do you take selfies?
2 Why do most people post selfies on social media?
  - to keep in touch with their friends
  - to share feelings
  - to make memories
  - to show they're important / attractive
  - to show where they've been
  - to make new friends
  - to make money
3 How did people share images of themselves in the past?

2 Read the article and check your ideas.

3 Read the article again and answer the questions.

1 According to the writer, why did prehistoric people paint themselves on cave walls?
2 Why did painters like Rembrandt paint self-portraits?
3 What does the writer say is today's version of Rembrandt's self-portraits?
4 What did the invention of photography enable?
5 What difference did Polaroid cameras make to portraits?
6 What effect did digital cameras have on self-portraits?
7 What do selfies tell people about us?
8 How are selfies a 'history of humanity'?

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 Some places have banned taking selfies. Why do you think this might be? When or where might it be unacceptable to take a selfie?
2 How much control do we really have over the things we post online?

V Insight Words with more than one meaning

5 Study the words highlighted in yellow in the article. Then complete the gaps in 1–4 with the meanings below.

- become visible or noticeable
- have something in common with other people
- succeed in
- the position you have in society

1 manage
  a ____________ b control and monitor
2 appear
  a seem to be something b ____________
3 status
  a ____________
  b where you are and / or what you are doing
4 share
  a ____________
  b post something on social media

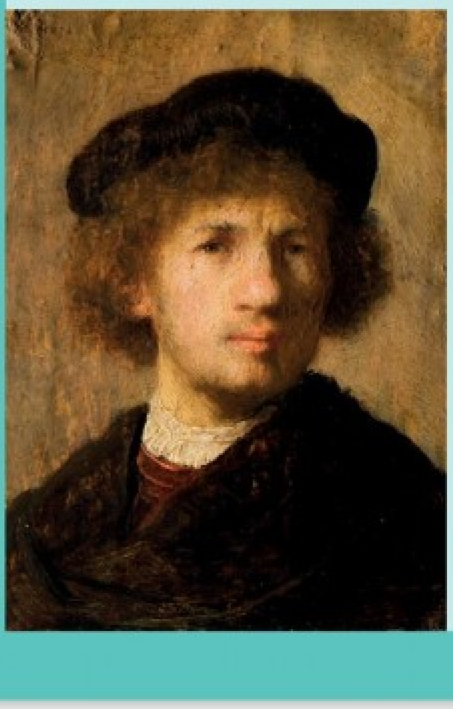
6 Look at the other highlighted words in the article. What do they mean? Can you think of another meaning for each word?

The age of the selfie

They are the most popular photos on the internet – millions of people post them and comment on them every day. Some say they are boring and vain, others love them, but everybody is taking them: celebrities, presidents, astronauts, your best friend. It's the Age of the Selfie, but how did we get here?

In 2016, Google estimated that 93 million people took selfies every day. Today, selfies are everywhere, but the idea of self-portraits began over 4,000 years ago. The first self-portraits were painted on cave walls by prehistoric people. They wanted to show where they were and what they were doing, and to have a record of themselves. Today, people post selfies on social media for the same reason: one man managed to visit 63 countries in a few months and took selfies in every place. He wanted to record his achievement and prove that he was there.

It wasn't until the 16th century that self-portraits became an established art form. In Europe, artists like Rembrandt and Van Dyck painted self-portraits to appear successful, and to show off their talent. It was all about status: they wanted to sell more paintings and make more money. Rembrandt painted 90 self-portraits at different times in his life. The portraits, [1]which are in galleries around the world, show how he changed and aged. Today we have the time-lapse selfie – although it's less about status and more about memories. One 14-year-old student from Kansas took a selfie every day for eight



years. When she posted her time-lapse video on YouTube, over 250,000 people watched her grow up – we all share a fascination for how we age and change.

But up until the invention of photography, portraits were either drawn or painted, and not many people could afford them. Photography was invented in the early 19th century and the world's first photographic 'selfie' was taken in 1839 in Philadelphia. Robert Cornelius, [2]who was a successful chemist, took a self-portrait outside his family's store. Later, self-timers were developed and self-portraits became very fashionable. People started sharing 'cartes de visite' – little cards with their photo on them. Then in 1880, the first photobooth appeared, [3]where families and groups of friends could photograph themselves. Photobooths became increasingly popular in the 20th century, as did the compact camera. In the 1970s, people started using instant Polaroid cameras as well, and taking photos became less formal and more fun.

But although self-portraits were instant with Polaroid cameras, film was expensive. It wasn't until digital cameras arrived in 2000 that people really started to experiment. Taking photos became cheaper and easier, and you could delete them if you didn't like them. For the first time, people could really control their image. It's not surprising that in 2010, [4]when the front-facing camera was introduced, selfies took off!

Today, selfies are everywhere. Most people, [5]whose aim is to look good, use selfies to manage their online image. However, there are some things we can't control. When we post a photo on social media, people can like it or not, and they can post a good or a bad comment. Pictures can 'paint a thousand words' – they are about communicating with your friends online, as well as updating your status.

In the future, we will continue to take and share millions of selfies. They're snapshots of who we are and the friends we have. They're also snapshots of the time we live in and the places where we have been. The details in our pictures – our clothes or what our homes or schools look like – give future historians information about our everyday life. Selfies are a history of humanity. Long live the Age of the Selfie!

Grammar Non-defining relative clauses

Grammar Insight

7 Study non-defining relative clauses 1–5 in the article. Then answer the questions and complete the rule.

1 Do the sentences make sense without the clauses?
2 Do the clauses add essential or extra information?
3 Where can the clauses go in a sentence?
4 Which words are used at the beginning of the clauses?
5 Can the clauses begin with *that* instead of *which*?

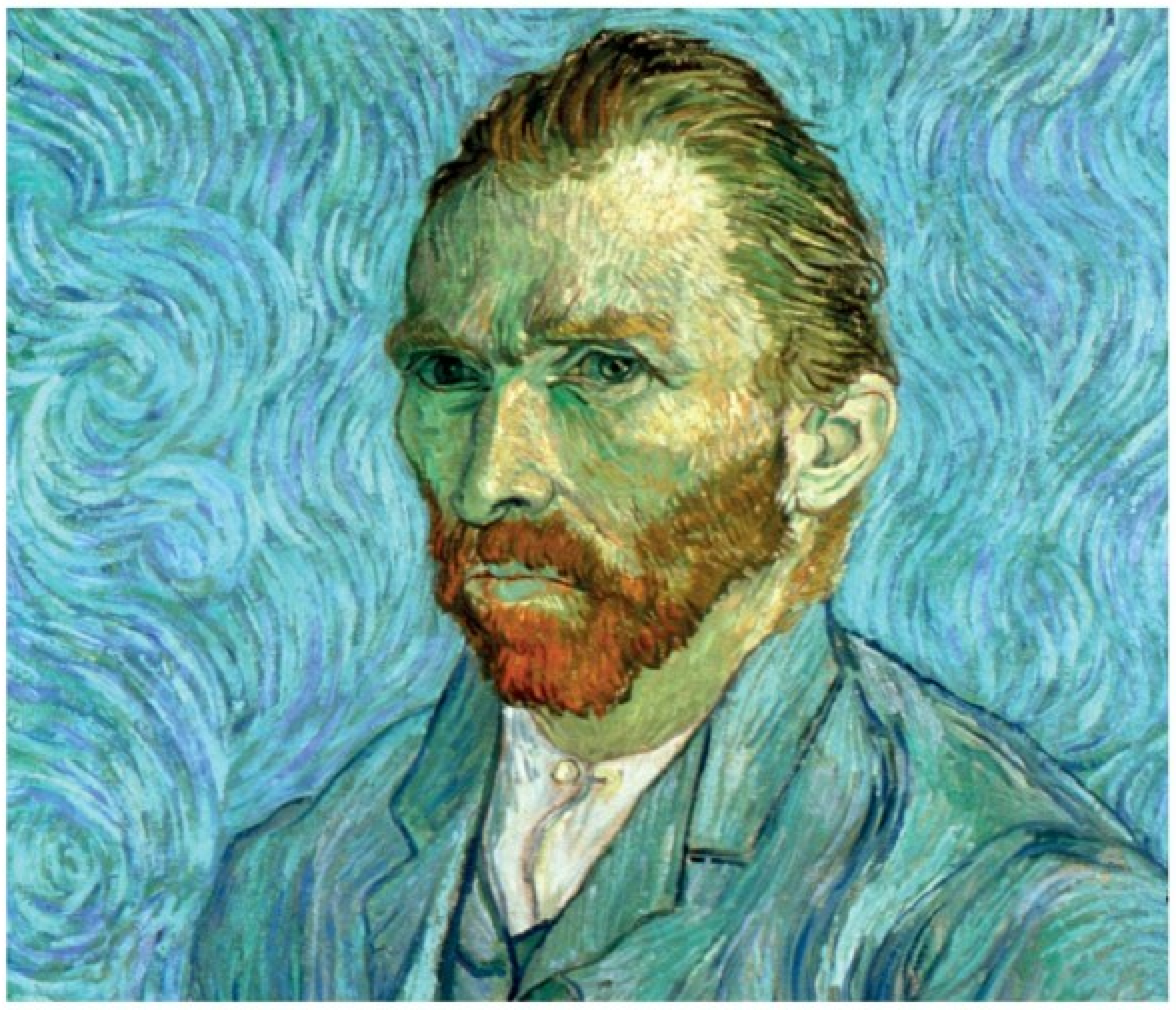
We use a ________ before and after a non-defining relative clause.

➔ **Further reference and practice ❯ Workbook ❯ page 101**

8 Join the sentences using non-defining relative clauses.

1 Artists like Andy Warhol copied Polaroid photos. He painted many portraits.
2 One painting was sold for 17 million dollars. The painting was of Marilyn Monroe.
3 We often go to London. My grandparents live there.
4 I broke my phone. It had all my holiday photos on it.
5 My dad is a professional photographer. He works for a local newspaper.
6 The Museum of Art is very famous. They have a Rembrandt painting there.

9 TASK Work in pairs. How many sentences with non-defining relative clauses can you make about this famous self-portrait?



- Vincent Van Gogh painted a self-portrait in 1889.
- It was one of his final paintings.
- He was a Dutch artist.
- The painting is in the Musée D'Orsay in Paris.
- His brother Theo was an art dealer.

➔ **Vocabulary extra ❯ Poetry ❯ page 127**

✓ **Assess your progress Workbook page 75**

9E **Writing** A for and against essay

Planning for writing

1 Work in pairs and discuss the questions.

1 When was the last time that you did the things below?

- bought something at a shop
- bought something online
- looked for information in a book
- looked for information online
- read a newspaper
- read the news online
- wrote a letter

2 Do you switch your phone off when you go to bed?
3 How soon after you wake up in the morning do you go online or check your text messages?

2 Read the task. Think of two advantages and two disadvantages of constant connection. Then read the model essay on page 125 and see if any of your ideas are mentioned. What is Holly's opinion?

> 'We can be connected 24/7. The advantages of constant connection are greater than the disadvantages.' Discuss.

3 Read the model essay again and complete the organization boxes with headings 1–4.

1 Conclusion and statement of writer's own opinion
2 Arguments against the statement
3 Introduction of the topic
4 Arguments for the statement

Writing Insight Introductory *It*

4 Study the underlined phrases in the model essay. Then put them into the correct part of the table.

It **+ the passive**	
It **+ the passive (with modal verbs)**	
It **+** ***is*** **/** ***seems*** **+ adjective**	

5 Rewrite the sentences using the introductory *It* and the words in brackets.

1 There is no real privacy in today's world. (said)
2 Computers are getting smaller, faster and cheaper. (could argue)
3 People have forgotten how to think for themselves. (may claim)
4 The internet has changed the way that we do our research. (obvious)
5 Students are able to access more information about their subject. (clear)
6 Constant connection is a normal part of our lives. (seems evident)

6 Read the strategy. Underline examples of impersonal structures in the model essay.

Strategy Making your writing neutral

When you write a for and against essay, you should avoid using phrases like *I believe* or *I think* until the conclusion. You should use impersonal language to express different opinions.

The most common impersonal structures are:

1 the introductory *It*.
2 the passive.
3 expressions like: *Some / Other people claim / believe / say that …* ; *There are those who say that …* ; *Other people (would) argue that …* .

7 Rewrite the sentences to make them more neutral. Use as many different structures as you can.

1 Apps are a very important tool in language development.
2 I think that young people should read books rather than play computer games.
3 In my opinion, computer games develop important skills.
4 In my view, children's attention spans are getting shorter.
5 I believe that young people's brains are developing differently.
6 I think we need to change our teaching methods.

The advantages and disadvantages of constant connection

BY HOLLY HARRIS

a ____________________

Write an introduction with a clear outline of the topic.

With all the different devices we have available today, [1]it is often said that we are rarely more than a few minutes away from social media, updates from friends, emails or global and local news. However, [2]it could be claimed that we have become too reliant on devices. Do they improve our lives or make them more stressful? In this essay, I will discuss the advantages and disadvantages of being constantly connected.

b ____________________

Present the arguments in favour of the statement.

One advantage is that people can search for anything they want in real time and they don't have to look things up in books or go to libraries. Another point is that people can buy almost anything online like food, clothes, tickets for concerts or sports events. This is useful for people who work when shops are closed or for people with mobility problems. [3]It may also be argued that people are safer because they know that if there is an emergency, they can get help instantly. Furthermore, photographs, videos and news can be shared on social media, so people can always catch up with friends who live on the other side of the world or even find friends that they might have lost touch with years ago.

Remember to use impersonal structures to express different opinions in a for and against essay.

c ____________________

Present the arguments against the statement.

However, there are also some disadvantages to being constantly connected. Firstly, although people can access a lot of information online, some claim that the information is often misleading or inaccurate. Anyone can post information about anything and, as a result, it can be difficult to check the source. Secondly, [4]it seems evident that some shops on the high street are now struggling due to the rise in online shopping. Many shops are being closed down. Thirdly, although there are people who feel that instant communication and 'likes' make them feel better about themselves, others would argue that people have become less patient and they make more impulsive decisions. [5]It is true that constant connection helps us to keep in touch with friends, but it can be very stressful when people expect instant responses.

d ____________________

Write a conclusion to the essay. Include your own opinion.

In conclusion, I believe that although there are a lot of advantages to constant connection, we should also leave our phones at home sometimes, switch off all of our devices from time to time and talk to some real people.

Writing your essay

'Modern technology has made life much better for most people in the developed world.' Discuss.

PLAN **Read the task and check you understand it. Decide if you are for or against the statement.**

Make notes on these points.

- the importance of body language and facial expressions
- telling the truth online
- ways of sharing our interests with people
- ways of finding out about different cultures and beliefs

Think about the language structures you will use. Think about using impersonal language like the introductory *It* and keeping your writing neutral.

Create an essay plan with your ideas. Plan to write four paragraphs and decide what information you will include in each one. Use the organization boxes to help you.

WRITE **Write the first draft of your essay. Use the model essay and your plan to help you.**

REVIEW **Check your essay. Use the checklist to help you.**

Have you:

- used a clear paragraph structure?
- included all your points for and against the statement?
- used the introductory *It* and neutral language?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 75**

Review 9

Vocabulary

1 Complete the phrasal verbs in the text.

I met Tom at a party and we hit it [1]__________ immediately. I then ran [2]__________ him in the park the next day! After that, we met often. He was the first person I ever really [3]__________ up to – I used to tell him everything. When he moved to New York, I almost broke [4]__________ – I was so upset! I [5]__________ over it, of course, and we're still friends. We [6]__________ up with news online now.

Marks ___ / 6

2 Complete the sentences with the words below.

■ actually ■ currently ■ friendly ■ last ■ latest
■ sympathetic

1 I used to work part-time, but I'm __________ unemployed.
2 He's a __________, sociable person, and talks a lot!
3 When I was ill, Fay was very __________ and kind.
4 You're late! You're the __________ person to arrive.
5 It looks warm outside, but it's __________ cold.
6 He always buys the __________ gadgets.

Marks ___ / 6

3 Complete the sentences with the adjectives below. There is one adjective that you do not need.

■ durable ■ efficient ■ expensive ■ fragile
■ inexpensive ■ out-of-date ■ reliable

1 This radio is strong and __________.
2 These batteries are good value. They're quite __________.
3 Don't drop my camera. It's rather __________.
4 This watch is always correct – it's __________.
5 The camping stove cooks food quickly. It's __________.
6 This satnav is __________. The maps are old.

Marks ___ / 6

4 Write one word that matches both definitions.

1 __________ (noun) = the position you have in society; where you are and / or what you are doing
2 __________ (verb) = publish something online; send and deliver a letter
3 __________ (verb) = control and monitor something; succeed in something
4 __________ (verb) = become different; replace something
5 __________ (verb) = become visible or noticeable; seem to be something
6 __________ (noun) = an account of facts or events; the best result in something, e.g. in a sport

Marks ___ / 6

Grammar

5 Complete the sentences with *who*, *which*, *when*, *where* or *whose*.

1 Xing is a friend __________ I met online.
2 That was the year __________ I first played an online game.
3 He's the only friend __________ gaming skills are even better than mine!
4 People __________ play this game live all over the world.
5 Xing's showed me photos of the town __________ he lives in China.
6 It's a country __________ I'd love to visit.

Marks ___ / 6

6 Read the sentences in exercise 5 again. In which sentences could you:

1 replace the relative pronoun or adverb with *that*?
_____, _____ and _____.
2 omit the relative pronoun or adverb?
_____ and _____.

Marks ___ / 5

7 Join the sentences using defining relative clauses.

1 Melitta Bentz was the German entrepreneur. She invented the coffee filter.
____
2 Alexander Graham Bell is the Scot. His invention connected the world.
____
3 The USA is the place. Credit cards were first used there.
____
4 *Space Invaders* was the computer game. It first made gaming really popular.
____
5 1978 was the year. GPS made navigation easier.
____

Marks ___ / 5

8 Join sentences 1–5 and the sentences below using non-defining relative clauses.

■ Her dad is a games programmer.
■ I bought it a few years ago. ■ It's bright.
■ Many software millionaires live there.
■ She hasn't got a mobile.

1 My sister hates technology.
____
2 In summer, I can't see my computer screen.
____
3 Life is expensive in Silicon Valley.
____
4 My laptop is quite old now.
____
5 Isla's dad is famous.
____

Marks ___ / 10

Total ___ / 50

Vocabulary extra 9

Technology

1 **Choose the word that cannot be used with the verbs.**

1 attach
  a a document **b** a file
  c a folder **d** a session
2 click on
  a a button **b** a computer
  c an image **d** a link
3 delete
  a an account **b** a button
  c a comment **d** an email
4 download
  a a film **b** a game
  c an image **d** a router
5 install
  a a comment **b** a firewall
  c a program **d** software
6 log into
  a an account **b** a mistake
  c a router **d** a website
7 log out of
  a a computer **b** a game
  c message **d** a session
8 post
  a a comment **b** a message
  c a networking site **d** a photo
9 share
  a an article **b** a firewall
  c a photo **d** a video
10 update
  a an app **b** your profile
  c a mistake **d** your status
11 upload
  a an account **b** a picture
  c a song **d** a video
12 undo
  a an action **b** a change
  c typing **d** a picture

2 **Complete the text with the verbs in exercise 1.**

> The first thing I do every morning is turn on my computer and check my emails. I [1]__________ the ones that I don't need to keep and reply to those that need dealing with. When people ask me for documents, I open a window, [2]__________ the file and [3]__________ it to an email. When I've dealt with my emails, I [4]__________ my favourite social networking site to see what my friends are up to. I [5]__________ my status and I often [6]__________ comments on my friends' timelines but I sometimes spell something wrong. When that happens, I [7]__________ my typing and start again. Whenever I take photos, I [8]__________ them onto my profile and [9]__________ them with my friends. I'm quite security-conscious about using the internet, so I always [10]__________ the site before I start work. I [11]__________ quite a lot of games and videos, so I've decided to [12]__________ a better firewall on my computer.

3 **SPEAKING** **Work in pairs. Which websites do you use most often? How do you use them?**

Poetry

1 **Match the words below to definitions 1–12.**

■ imagery ■ metaphor ■ personification ■ poem ■ prose ■ rhyme ■ rhythm ■ simile ■ stanza ■ symbol ■ theme ■ verse

1 a piece of writing arranged in short lines
2 a group of lines that form a unit of a poem
3 a regular repeated pattern of sound
4 a word that has the same sound as another
5 the subject of a piece of writing
6 an object that represents something
7 the practice of giving human qualities to an animal, object or thing
8 a phrase used in an imaginative way to show that one thing has the same qualities as another
9 a phrase that compares one thing to another using the words 'like' or 'as'
10 language that produces pictures in the minds of the person reading
11 writing arranged in lines that have a definite rhythm and often finish with the same sound
12 ordinary language used in speech or writing

2 **Complete the text with the correct form of the words in exercise 1.**

> John Keats is one of the most famous figures in English literature. Unlike authors like Charles Dickens, whose major works were in [1]__________, Keats was a poet and so he wrote in [2]__________. The [3]__________ *To Autumn* is probably one of his greatest works. It has three [4]__________ of 11 lines and each line has a regular [5]__________. The [6]__________ scheme is variable, although the final words of the first and third lines and the second and fourth lines always have the same sound.
>
> The [7]__________ of *To Autumn* is the end of life and Keats uses the season of winter as a [8]__________ for death itself. He uses [9]__________ in nearly every line to fill the reader's mind with pictures of the four seasons. The most obvious example is the [10]__________ of autumn as a goddess who helps the trees grow and fills them with fruit. There are numerous [11]__________, for example, the mention of lambs in spring to represent life, and at the end of the second verse, Keats uses a [12]__________ to compare autumn to a kind of farm labourer.

3 **Match the words in exercise 1 to examples 1–6.**

1 Her home was a prison.
2 The moon shone like a bright light.
3 The guitar was playing its own tune.
4 Tiger, tiger, burning bright
  In the forests of the night.
5 It was a bright, cold day in April and the clocks were striking 12.
6 A black bird flew above my head.

GS Global skills Applying for a job

1 **WHAT DO YOU THINK?** **What would make a good impression in a written job application? What would make a bad impression? Work in pairs and discuss.**

2 **Look at the question from a job application form and read Tom's answer. What impression do you think it will make on the employer? Why?**

3 **Read the article. Then look at Tom's answer in exercise 2 again. What improvements could he make, according to the ideas in the article?**

What is your biggest achievement and why?

I do not have any work experience, so I haven't acheived very much yet. However, last summer, I work in my dad's restaurant, where I helping in the kitchen. This year I was involved in a campaigne to help people use less plastic at school, another achievement is playing the guitar in a band.

Writing a great job application: dos and don'ts

Most online application forms will include questions that require longer answers, such as 'What is your biggest achievement?' or 'What can you offer our organization?'. These questions can seem a little scary, especially if you don't have much work experience, but they don't need to be. Here are some ways to make a good impression on an employer and encourage them to offer you an interview.

1 Think carefully about what the employer is looking for.

Good answers need time and thought. Employers want to see that you've spent time reflecting on the role and that you're genuinely interested in their organization.

✓ Do:

- ask yourself: 'Why is the employer asking this question? What skills, qualities, knowledge and experience are they looking for?'
- look at the language the employer uses to describe their ideal candidate – for example, words such as 'passionate' and 'team player'.
- think about examples from your own life that show that you're the right person for the job.

✗ Don't:

- use general answers from other applications. It may be quicker, but it won't impress employers.

2 Be clear, specific and relevant.

A long answer in a job application is a bit like a mini-essay: you need to think carefully about both the content and the structure of your answer.

✓ Do:

- have a clear, logical structure with strong opening and closing statements.
- support your points with examples and evidence.

✗ Don't:

- include irrelevant information. Make sure you answer the question.

3 Sell yourself.

Selling yourself means focusing on positives, not negatives. However, that doesn't mean boasting or showing off. Employers want to see that you're confident but also that you know you have more to learn.

✓ Do:

- emphasize your personal qualities, enthusiasm and skills.
- use action verbs, such as 'organized' and 'created', to describe your role in a project.

✗ Don't:

- give false information. It's dishonest and the consequences could be very serious.

4 Check it and then check it again.

Accuracy is very important. It shows that you have good writing skills and care about the application.

✓ Do:

- ask a friend, family member, teacher or careers advisor to read it and give you feedback.
- use a spell-checker and other online tools to check your spelling, grammar and punctuation.

✗ Don't:

- write long answers directly into an online form. Use a word processing app and paste them into the form later.

5 Think about your online presence.

What kind of information about you is there on the internet? The wrong kind of online presence can make a bad impression on employers. However, digital tools can help you make a *good* impression if you use them well.

✓ Do:

- think about how you can demonstrate your skills to potential employers. Why not design a website or start a blog?

✗ Don't:

- post anything publicly that you wouldn't want an employer to see.

LEARNING OBJECTIVES

- Evaluate answers to job application questions
- Reflect on your skills, qualities and experience
- Write an effective answer to a job application question

4 **Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 It's a good idea to use the same answer in lots of different job applications.
2 Your answer should include specific information about things that you've done.
3 To sell yourself, you need to show that you know everything about the job.
4 It's a good idea to write your answers offline before you put them into an online form.
5 It's better to avoid posting anything online if you want to get a good job.

5 **What could you start doing now in order to develop useful skills and knowledge for job applications? Add to the list using ideas from the article and your own ideas. Then work in pairs and compare your lists.**

1 Look at job adverts to find out how employers describe their ideal candidate.
2 Look for useful lists of 'action verbs' online.

6 **Read the tip. Think of a time when you achieved something that you feel proud of. Make notes using the STAR structure. Then work in pairs. Imagine your partner is an employer. Tell him / her what you did.**

Structuring your answer

STAR is a useful way of giving your answer a clear structure.

S	Situation	Where and when did this situation take place?
T	Task	What was your goal? Why was it important? In what ways was it challenging?
A	Action	What did you do? How did you solve any problems?
R	Result	What happened in the end? What did you achieve or learn from the experience?

7 **Complete the sentences from a job application with the words below.**

■ challenging ■ demonstrate ■ experience
■ responsible ■ rewarding ■ role

1 I was ________ for organizing the music for the event.
2 My ________ was to design the project website and keep it updated.
3 It was a ________ situation because we had very little time to organize such a big event.
4 This enabled me to ________ my problem-solving skills.
5 It was extremely ________ to raise so much money for a good cause.
6 This ________ taught me a lot about working in a team.

8 **PROJECT** **Work in pairs. Follow these steps to write and evaluate a job application answer.**

1 Read the job advert below and discuss it with your partner. What is the employer looking for?
2 Now look at the question from the application form. Working on your own, write your answer using a real example from your own life. Use the phrases in exercise 7 and the STAR structure to help you.
3 Swap your answer with your partner. Imagine that you are the employer and give your partner feedback. What made a good impression on you? What didn't?

Summer internship

Our summer internships offer bright, enthusiastic students the opportunity to gain experience in a world-leading advertising agency.

The ideal candidate will be a team player with excellent spoken and written communication skills.

If you're creative, organized and analytical, with a strong motivation to learn about this exciting industry, then we want to hear from you!

For more details and to apply online, click here.

Give an example of a time when you worked in a team. What contribution did you make and what was the outcome?

✓ **Assess your progress** **Workbook page 128**

Video Applying for a job

Watch the video to find out how **Madina**, **Harry**, **Adil** and **Emma** are developing their job application skills.

10 Getting creative

Reading and vocabulary

1 WHAT DO YOU THINK? Which of the things below help people develop their talents? Rank them in order of importance (1–6).

■ hard work ■ luck ■ money ■ natural ability
■ originality ■ strong mentors

2 Read the article and review your ideas. Is your ranking the same?

Strategy Summarizing what you read

When you summarize a text, it is important to 1) identify the main arguments and ideas in each paragraph, then 2) describe them in your own words.

3 In the article, each paragraph gives a different answer to the question 'What makes a genius?'. Write a summary of the main ideas. Say which people are mentioned, what idea they are an example of and how they illustrate this idea.

The article answers the question 'What makes a genius.' The writer begins with the importance of environment and uses Leonardo da Vinci and Wolfgang Amadeus Mozart as examples. Leonardo da Vinci ...

4 Read the article again and match the people below to questions 1–8.

■ Albert Einstein ■ Gladys West
■ Leonardo da Vinci
■ Luis Alvarez and William Shockley
■ Vincent Van Gogh ■ Wolfgang Amadeus Mozart

Who:
1 solved problems in a different way?
2 was in the right place at the right time?
3 earned money and studied at the same time?
4 had a gift that wasn't recognized?
5 was very talented as a child?
6 had an equally brilliant sibling?
7 had an unhappy life?
8 didn't have a 'genius' IQ?

5 REACT Discuss the questions.
1 How important was being 'in the right place at the right time' to the people in the article? How much do you think success is due to luck and good fortune? Give examples.
2 Mozart achieved a lot when he was very young. What do you think are the advantages and disadvantages of being a child genius?

Glossary

* patrons = people who give financial support to a person or organization

* valedictorian = the student who has the highest grades

What makes a genius?

Nowadays, 'genius' is everywhere: there are chess geniuses, child geniuses, even footballing geniuses. But what exactly is a genius?

The right environment

Leonardo da Vinci (1452–1519) is often called a genius because he made important contributions to art, science and engineering. Although he was poor, he managed to get an apprenticeship with a famous artist. This helped him develop his extraordinary talent. Leonardo also lived during the Italian Renaissance, a period when many great minds and ideas came together. Luckily for him, there were many wealthy patrons* in Florence who supported up-and-coming artists and scientists. Leonardo had a lot of natural talent, but his development was helped by the right environment.

Wolfgang Amadeus Mozart (1756–1791) also benefitted from a good environment. His father recognized his musical ability and encouraged it from an early age. Mozart had a maturity beyond his years and started composing and performing in concerts from the age of six. His sister, Maria Anna Mozart, was also a brilliant musician but, unlike her brother, never reached her full potential. She stopped performing when she was 18 because her parents wanted her to marry. We can't pick and choose our environment, but having the right support is important.

Hard work

In 1990, psychologist Anders Ericsson claimed that it took ten years of hard work and dedication to produce talent and success. Gladys West, born in 1930, is one such successful individual. Gladys was determined to gain an education, though her parents couldn't afford it. Their hard-work ethic inspired her to start babysitting to save and she studied hard to graduate valedictorian*, earning a mathematics scholarship at university, which she followed with a master's degree. Gladys started her career as a mathematician and rose through the ranks to contribute to the development of GPS.

However, for others it was a different story. In the 19th century, one talented painter produced more than 850 paintings, but sold very few. Not many people appreciated his original style or the beauty of his work. After a difficult life, with many ups and downs, he died poor and unknown. Today, his paintings are exhibited in museums far and wide. His name? Vincent Van Gogh.

Gladys West

Luis Alvarez

Originality

Originality is an important part of genius and Van Gogh painted things in a new and surprising way. The scientist Albert Einstein (1879–1955) also looked at things in a different way to other people. Sometimes this worked against him, so he didn't do brilliantly at school. Other scientists also knew more physics than he did. However, Einstein explored scientific problems and questions in a new way and made surprising connections. He was able to imagine things other people couldn't see or hadn't thought about. He also had a vision – his general theory of relativity – and was able to explain it to others. His originality pushed him above and beyond other scientists. 100 years later, people were able to prove that his theories were correct.

Asking questions

In 1904, a test was developed to measure intelligence. It was called the IQ test, and those who scored over 140 (or the top 2% of the population) were labelled 'genius'. However, genius is less about giving the right answers and more about asking the right questions. This questioning and constant curiosity can lead people, through trial and error, to find solutions to problems that other people haven't considered. In the 1920s, an experiment studied 1,500 schoolchildren with 'genius' IQs. As the children grew up, some did well but others didn't. Surprisingly, the two children who came closest to 'genius' were Luis Alvarez and William Shockley. They were rejected from the original study because they didn't give the right answers, so their IQs weren't high but they both became scientists and won Nobel Prizes in physics!

So, what is a genius? 'Talent hits a target no one else can hit,' wrote 19th-century German philosopher Arthur Schopenhauer, 'but genius hits a target no one else can see.' Not everyone can be a genius, but hard work, the right environment, asking questions and a bit of originality can help each of us succeed.

V Insight Abstract nouns: talent

6 **Study the highlighted nouns in the article. Then match them to definitions 1–8.**

1 the ability to be creative and think independently
2 an idea or image of something in your mind
3 achieving results and doing well
4 very great and unusual intelligence or ability
5 a way of doing or making something
6 behaving like an adult
7 a quality that gives people pleasure when they see it
8 giving all of your time and energy to something

7 **Complete the sentences with the words in exercise 6.**

1 Maria Anna Mozart was a big ________ as a child performer. She gave concerts around Europe with her brother Wolfgang.
2 Child geniuses often have a lot of talent, but they sometimes lack the ________ to deal with their fame.
3 Vincent Van Gogh's ________ of painting was different from other painters'. People didn't appreciate his ________ and different way of seeing things.
4 Leonardo da Vinci showed a lot of ________ when he painted *The Last Supper*. It took him three years to complete.
5 Some think Leonardo da Vinci's *Mona Lisa* has great ________. Others think she just looks grumpy.
6 Albert Einstein was a natural ________ in mathematics. It helped him develop the theory of relativity.
7 Van Gogh's ________ of the world often mixed fantasy and reality, as in his painting *Starry Night*.

V Insight Phrases with *and*

8 **Match the words in A to the words in B to make phrases with *and*. Find the phrases in the article and check your answers.**

A ■ above ■ far ■ pick ■ trial ■ up ■ ups

B ■ beyond ■ choose ■ coming ■ downs ■ error ■ wide

9 **Replace the words in italics with the phrases in exercise 7.**

1 After passing your GCSEs in UK schools, you can *freely select* your A levels.
2 I found the password for the website, through *trying repeatedly to get it right*.
3 Everyone thought Taylor was *a talented and gifted* singer.
4 We faced costs *greater than* what we had expected.
5 I looked *everywhere* for my house key, but I couldn't find it.
6 Everyone has their *good times and bad times* – that's life!

10 **TASK** **Work in small groups. Imagine you could choose to be the best in one of the skills and abilities below. Which one would you choose and why?**

■ acting ■ composing ■ inventing ■ painting
■ playing an instrument ■ playing a sport ■ playing chess
■ singing ■ solving mathematical problems

➔ Vocabulary extra ❯ The arts ❯ page 141

✓ Assess your progress Workbook page 83

10B Grammar and reading

Grammar Participle clauses

1 **WHAT DO YOU THINK?** **Discuss the questions.**

1 Do you enjoy dancing or making dance videos? Why / why not?
2 In what ways do you think dance can help people?

2 **Read the article. Do you think sending virtual dance videos to global leaders might make a difference to people's lives? Why / why not?**

POSTS **ABOUT** FOLLOW ARCHIVE

Do the dance!

The video platform TikTok allows dancers to show off their dance moves. The short videos show people dancing and miming to their favourite songs. With more than 500 million active users worldwide, 41% of them aged between 16 and 24 and more than 1 billion videos viewed every day, the trend for dance challenges is having a huge impact on the music and dance communities. However, it is also being used as a way to change lives.

The United Nations International Fund for Agricultural Development (IFAD), teaming up with a choreographer and a singer, started the #DanceforChange challenge. The singer Mr Eazi wrote the song *Freedom* for the challenge and the dance routine was created by Sherrie Silver. Mr Eazi wants to engage young people on the issue of rural youth and poverty, and highlight the positive benefits of farming and agriculture. He has inspired young people listening to his music to make videos for the challenge. Sherrie, the UN's IFAD Advocate for Rural Youth, is passionate about helping young people thrive and as part of her work, she often holds dance workshops for children.

The videos, used as a virtual dance petition, are asking global leaders to help young people around the world. Investing in farming means more jobs and opportunities for young people. Unemployment, conflict, drought and poverty mean that young people are leaving the countryside in search of a better life. The thousands of #DanceforChange video clips, watched and shared by millions of people, are amazing. They're even more amazing because one day they might make a real difference to young people's lives. Have you danced for change yet?

3 **REACT** **What do you think about the #DanceforChange challenge? Would you do something like this? Why / why not?**

4 **Underline sentences in the article that have the same meaning as sentences 1–6.**

1 The short videos show people who are dancing and miming to their favourite songs.
2 With … more than 1 billion videos that are viewed every day, … .
3 The United Nations IFAD, who teamed up with a choreographer and a singer, … .
4 He has inspired young people who were listening to his music to make videos for the challenge.
5 The videos, which were used as a virtual dance petition, are asking global leaders to help … .
6 The thousands of #DanceforChange video clips, which have been watched and shared by millions of people, are amazing.

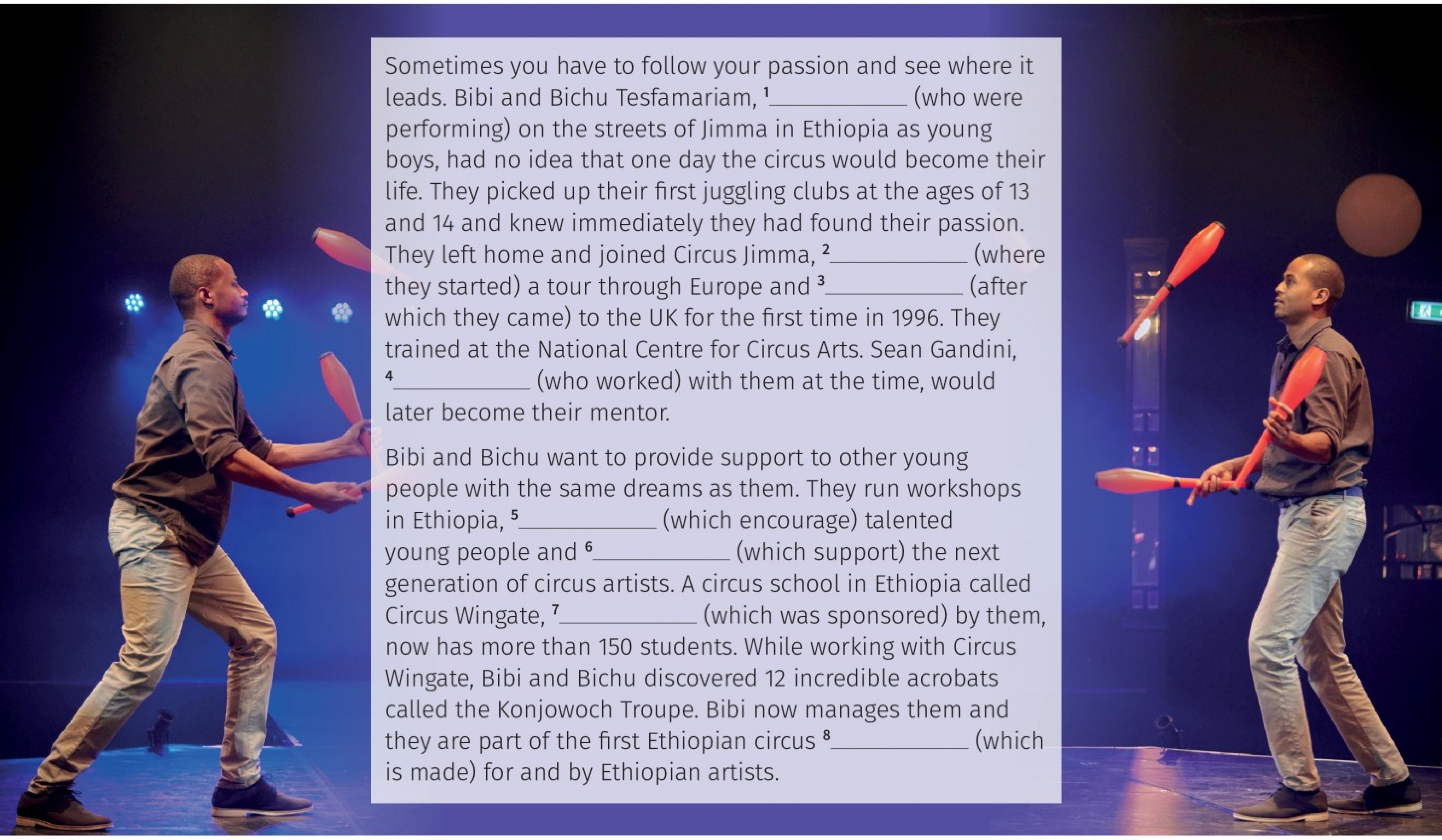
Grammar Insight

5 **Compare sentences 1–6 in exercise 4 with the sentences in the article. Then choose the correct words to complete the rules.**

a We use the present participle (*-ing* form) to replace relative clauses containing **active** / **passive** verbs.
b We use the past participle (*-ed* form) to replace relative clauses containing **active** / **passive** verbs.

➔ Further reference and practice ❯ Workbook ❯ page 102

6 **Rewrite the phrases in brackets using participle clauses.**



Sometimes you have to follow your passion and see where it leads. Bibi and Bichu Tesfamariam, 1__________ (who were performing) on the streets of Jimma in Ethiopia as young boys, had no idea that one day the circus would become their life. They picked up their first juggling clubs at the ages of 13 and 14 and knew immediately they had found their passion. They left home and joined Circus Jimma, 2__________ (where they started) a tour through Europe and 3__________ (after which they came) to the UK for the first time in 1996. They trained at the National Centre for Circus Arts. Sean Gandini, 4__________ (who worked) with them at the time, would later become their mentor.

Bibi and Bichu want to provide support to other young people with the same dreams as them. They run workshops in Ethiopia, 5__________ (which encourage) talented young people and 6__________ (which support) the next generation of circus artists. A circus school in Ethiopia called Circus Wingate, 7__________ (which was sponsored) by them, now has more than 150 students. While working with Circus Wingate, Bibi and Bichu discovered 12 incredible acrobats called the Konjowoch Troupe. Bibi now manages them and they are part of the first Ethiopian circus 8__________ (which is made) for and by Ethiopian artists.

7 **🔊10.1 Look at the photo from a famous film below. What type of film do you think it is? Listen to an interview and check your answer.**

8 **🔊10.1 Complete the summary. Make participle clauses with the verbs in A and the phrases in B below. Then listen again and check your answers.**

A ■ born ■ choreograph ■ know ■ perform ■ play ■ pour down ■ worry

B ■ 50 or 60 years ■ about Kelly ■ by Gene Kelly ■ from the sky
■ that the scene ■ the dance ■ the role of

Even people 1__________ after this film was made probably know the song. Gene Kelly is the actor 2__________. The director, 3__________ because he was ill, didn't want to shoot the scene. Kelly, 4__________ had taken a long time to prepare, didn't want to stop. In this famous scene, we see Kelly, 5__________ Don Lockwood, singing and dancing. The dance, 6__________, is one of the most iconic dances in movie history. The rain 7__________ was made from milk mixed with water.

9 **TASK** **Work in pairs. Read the notes about the film *La La Land*. Use the information to describe the film using participle clauses.**

- *La La Land*: romantic musical made in 2017
- filmed in Cinemascope; makes it look and feel like an older film
- the opening scene lasts six minutes; most of the people and cars we see were created using CGI
- stars Emma Stone as Mia; an actress; tries to get a part
- also stars Ryan Gosling as Sebastian, a struggling jazz musician
- during filming, Ryan Gosling plays the piano two hours a day, six days a week

✓ **Assess your progress**
Workbook page 83

10c Listening, vocabulary and speaking

Listening and vocabulary

1 **WHAT DO YOU THINK?** **Look at drawings A–E. Do you think you can work out someone's personality from things they draw? What do you think the people are like who drew these?**

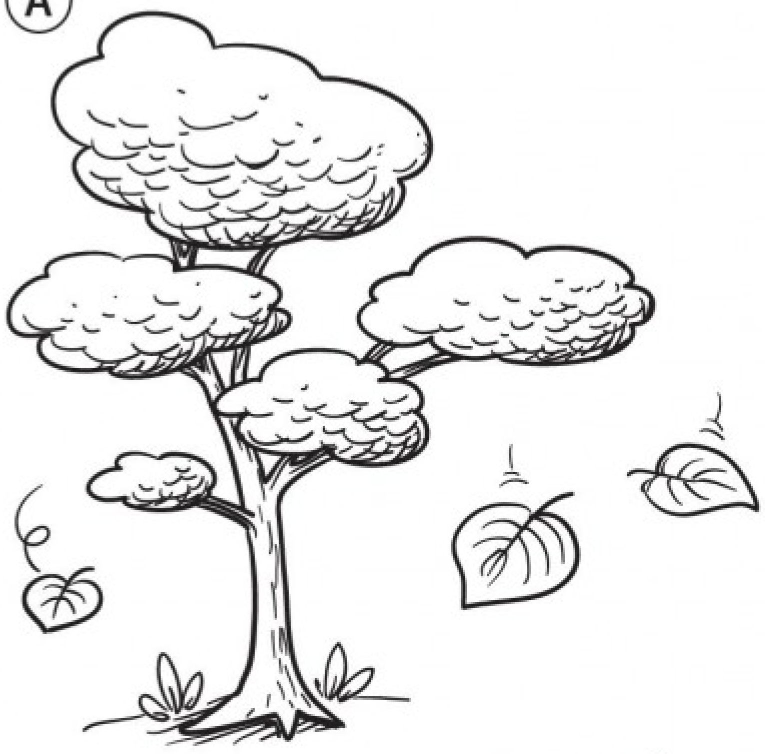
2 **🔊 10.2 Listen to an expert talking about what people draw. Compare your answers in exercise 1 with what the expert says.**

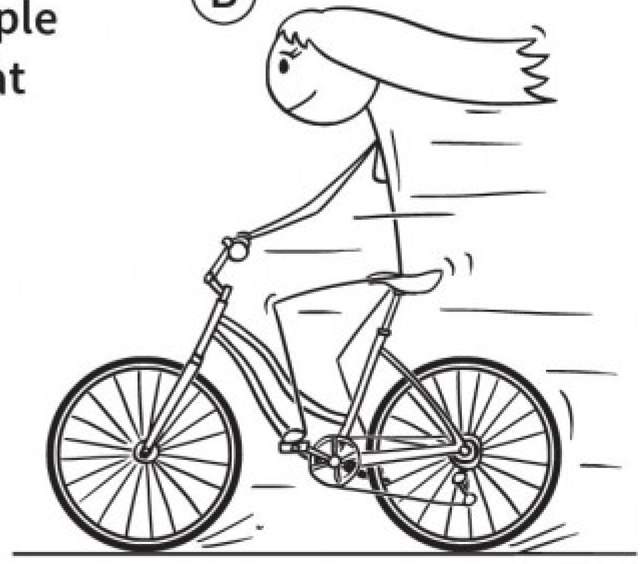
3 **🔊 10.2 Listen again. Match descriptions 1–5 with drawings A–E.**

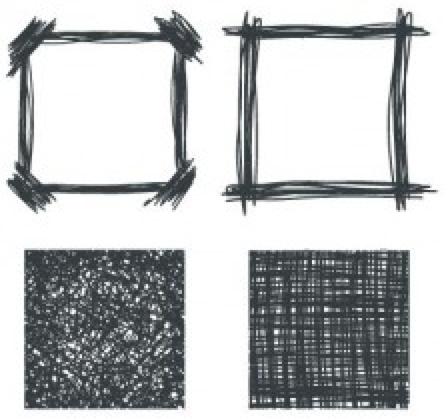
1 is emotional and perhaps romantic
2 has physical or creative energy
3 wants to develop as a person
4 is practical and needs security
5 likes to play and have fun

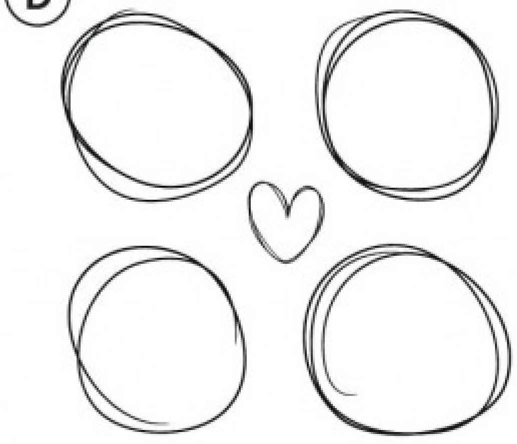
4 **REACT** **Discuss the questions.**

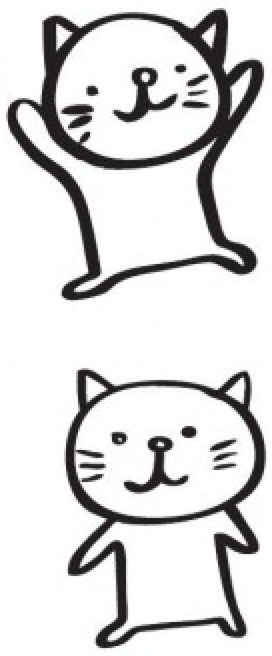
1 When do you draw or make patterns on paper? Why?
2 What might your drawings or patterns say about you?
3 Do you think drawing pictures or patterns can help you to be more creative?

A


B


C


D


E


V Insight Describing art

5 **Match the words below with definitions 1–8. Then use the words to describe drawings A–E.**

■ comical ■ dramatic ■ elaborate ■ flowing ■ lifelike ■ moving ■ original ■ romantic

1 complicated and detailed
2 appearing to be real
3 smooth and continuous
4 full of action and movement
5 making you feel very sad or sympathetic
6 funny in a strange or silly way
7 making you feel strong emotions of love
8 new and interesting

6 **Complete the sentences with the words in exercise 5.**

1 It's meant to be a serious work of art, but a lot of people find it ________.
2 Greg paints very ________ pictures, but mine are much simpler.
3 Nobody has created anything like that before. It's a highly ________ piece of work.
4 ________ scenes in paintings often include couples in love.
5 A ________ style of drawing has confident, unbroken lines.
6 It was such a ________ statue that we thought it was a real person.
7 The winning photo was very ________ and it made a lot of people cry.
8 Picasso's powerful and ________ painting *Guernica* shows the horrors of war.

7 **🔊 10.3 Listen to an interview with an art therapist and choose the correct answers.**

1 Art therapists work with
  a a variety of people in different situations.
  b very old and very young people only.
  c children and sick people all the time.
2 The small details in pictures and doodles are
  a not important and are ignored.
  b less important than what a person has drawn.
  c as important as the big picture.
3 Frank
  a never discusses people's doodles or pictures with them.
  b usually asks people to talk about their doodles.
  c only talks to children about their drawings.
4 Drawing or doodling is a good way of using
  a both the left and the right sides of the brain.
  b the left side of the brain.
  c the right side of the brain.
5 Frank thinks it's important to
  a encourage people to express themselves through different types of art.
  b help people improve their technique.
  c correct mistakes in people's drawings.
6 Frank thinks it's useful to know
  a when and where people drew their doodles.
  b about people's feelings before they doodle.
  c how books can help us analyse our doodles.

8 **TASK** **Work in small groups. Draw a picture or a pattern and give it to another student in your group. Ask them to describe it and to say what type of person you are. Are they correct?**

Speaking Debating

9 **You are going to listen to a debate on the statement 'Drama should be a compulsory subject in every school'. Read the notes below. Add two more ideas for and two against.**

Drama should be a compulsory subject in every school.

For
- ___ *builds self-confidence*
- ___ *promotes life skills*
- ___ *teaches creativity*

Against
- ___ *not useful for getting a job*
- ___ *school isn't the place to be creative*
- ___ *favours confident students*

10 🔊 10.4 **Listen to the debate. Number the arguments in exercise 9 in the order you hear them. Did the speakers mention any of your ideas?**

11 🔊 10.4 **Listen again and complete the phrases from the debate.**

Agreeing	Disagreeing	Interrupting
I think Ellie is ^{1}_________ right. I agree with Ellie. That's a ^{2}_________. That's so true.	That's not always ^{3}_________. I ^{4}_________ Nina about …. I'd say the exact opposite. Not necessarily.	Could I (just) ^{5}_________? Can I ^{6}_________ here? Sorry to interrupt, but ….

GS Global skills Inviting others to speak

When you are having a debate, it's important that everyone is able to give their opinion. You can invite other people to take a turn using expressions like: *Have you got anything to add? Would you like to say anything about this? How do you feel about … ?*

12 **In what other situations might you need to encourage other people to speak?**

13 🔊 10.5 **Read the debate about art and choose the correct words. Then listen and check.**

Lucy Well, I think that art is important because we learn how other people see the world and how to show our view of the world.

Esther ^{1}**Sorry to interrupt.** / **I think Lucy is absolutely right.** Lucy's made a good point, but I don't think that these are things we can learn at school. You can't get wrong or right answers with art. It's too personal for the classroom.

Lucy ^{2}**I agree with Esther.** / **Not necessarily, Esther.** Some people might not have the space or the money to do art at home or maybe their family is just not interested in it. Everyone has the chance to participate at school. How do you feel about it, Dan?

Dan Yes, you're right. That's ^{3}**not always the case** / **so true**. I ^{4}**agree** / **totally disagree** with Lucy on that point. Not everyone can study art at home. But is it really a useful subject for school? Art supplies cost a lot of money. I think we should spend that money on subjects that will help us get a job when we leave school. Art's not very useful.

Esther No way. ^{5}**I'd say the exact opposite.** / **That's a good point.** Art is useful. It develops all sorts of skills – perception, co-ordination, creativity, teamwork, planning …

14 **TASK** **Work in small groups and hold a debate on the statement 'Students should be able to choose the subjects they study at school. No subjects should be obligatory.'**

✓ **Assess your progress**
Workbook page 83

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

1 Why do people go to festivals? Have you ever been to a festival? Why did you go?
2 What do you think are the most popular types of festival and why?

2 Read the article and choose the correct answers.

1 The main purpose of the Utah/US Film Festival was to
  a attract Hollywood stars.
  b show popular Hollywood films.
  c encourage people to visit Utah.
  d show films by new film-makers.
2 The main purpose of the Sundance Festival is to
  a make money for big companies.
  b attract celebrity endorsements.
  c support and encourage independent film-makers.
  d promote popular, well-known films.
3 People mainly go back to the festival every year because
  a they might see a famous person.
  b they enjoy the stories that the film-makers tell.
  c they only want to watch 'classic' movies.
  d they want to enter their own film.
4 WOMAD gives people the opportunity to
  a get to know music from their own culture.
  b listen to well-known bands.
  c enjoy traditional music from other countries.
  d record their own music.
5 Peter Gabriel created WOMAD in order to
  a teach people about other cultures and ways of life.
  b provide entertainment for families.
  c help unknown musicians make money.
  d find new musicians for a record label.

GS Global skills Culture

3 Discuss the questions.

1 Do any of the festivals in the article appeal to you? Why / why not?
2 What can you learn about another culture through the festivals they celebrate?

FAMOUS FESTIVALS

SUNDANCE

What have Steven Soderbergh and Quentin Tarantino got in common? Well, they're both world-famous directors, but they're also independent film-makers who got their 'big break' at the Sundance Film Festival.

When the film festival first started in 1978, its aim was to attract tourists to Utah, a little-known state in Midwest USA. Back then, the festival was called the Utah/US Film Festival and it showed mostly retrospectives of old films. It wasn't a popular event and as a result, it made little money. Then, in 1981, Hollywood star Robert Redford got involved and founded the Sundance Institute. The purpose of the festival changed and a competition for independent film-makers became the main focus. Redford wanted to bring exciting new films, made outside the Hollywood system, to a wider audience.

During the 1980s and 1990s, the event grew in size and film studios became interested. Celebrity actors and paparazzi started to appear on the scene, too. Big companies began paying a few of the celebrities to endorse products that had nothing to do with film, taking attention away from the independent directors. Festival organizers responded with a Focus on Film campaign, urging people to remember the real purpose of Sundance. 'It was never intended to be commercial. It was intended to be a place of discovery,' said Redford. Luckily, the campaign worked and today most of the 50,000 festival-goers come to see the new directors, rather than famous film stars.

Today, Sundance is one of the most eagerly awaited film festivals in the USA. The competition includes feature-length films, short films, thought-provoking documentaries and drama, but there are few famous names because most entries are from first-time directors. Some of these films may be controversial and cutting-edge, but they all tell a good story. 'Storytellers broaden our minds,' says Robert Redford. 'They engage, provoke, inspire and ultimately connect us.' And it's that inspiration that keeps people going to Sundance, year after year.

EGYPTIAN
SUNDANCE FILM FESTIVAL
SUNDANCE FILM FESTIVAL
sundance film festival
sundance film festival
sundance

WOMAD

In 1982, the world was a very different place. Bands like the Rolling Stones or Aerosmith dominated the music scene, and people didn't know much about traditional musicians from other cultures. No one had heard of the Drummers of Burundi or Youssou N'Dour from Senegal, but then WOMAD (World of Music, Arts & Dance) came along and things started to change. These artists now had an international stage where they could show off their talent – and their culture.

WOMAD was originally the vision of a British rock star called Peter Gabriel, who wanted to bring traditional music to the world. As well as a festival, he founded a record label called Real World so artists could reach audiences in other countries. In 1982, when the first WOMAD took place in England, many of the performers were unknown, but the festival was still a huge success. 'Music is a universal language that brings people together,' said Gabriel later, 'and each festival allows many different audiences to gain an insight into cultures other than their own'. That was the purpose of WOMAD – it championed diversity and difference, while at the same time celebrating everyone's common humanity. People were united through music.

Since then, WOMAD has held more than 160 festivals in 27 different countries. Most of the festivals are open-air events with a little of everything – live music, ethnic markets with some traditional food and artefacts, and family-oriented zones with a few workshops teaching dance, music and art. WOMADelaide in Australia is a good example. It's the most talked-about music festival in the country and brings together some of the best traditional artists in the world. WOMADelaide proves that the purpose of the festival is still going strong. 'If the world was just like a big version of WOMADelaide,' commented one performer, 'it would be a better place'.

Insight Compound adjectives: describing events

4 **Complete the compound adjectives in the text with the words below. Then check your answers in the article.**

■ cutting ■ eagerly ■ family ■ feature ■ first ■ little ■ open ■ talked ■ thought ■ world

Coachella

Every year, one of the most ^{1}__________ awaited festivals in California is the Coachella Music and Arts Festival. The festival takes place in the Colorado Desert every April, and is an ^{2}__________-air event. Coachella includes many different bands, from ^{3}__________-famous bands such as Radiohead to ^{4}__________-known singers who are new to the scene. Perhaps the most ^{5}__________-about thing at Coachella are the 'surprise appearances'. In 2019, Selena Gomez and Katy Perry performed, even though they were not on the programme.

However, Coachella is not just about music. You can also find experimental ^{6}__________-edge art there. And although it's not the most ^{7}__________-oriented festival, some art installations are kid-friendly and children under ten can go for free.

If you want to find out more about Coachella, watch Beyoncé's ^{8}__________-length documentary *Homecoming*. It's a ^{9}__________-provoking film which shows behind-the-scenes life at the festival. If you're a ^{10}__________-time festival-goer, don't miss it!

Grammar Determiners

Grammar Insight

5 **Study the highlighted words in the article and answer the questions.**

Which words can you use:

a before countable nouns?
b before uncountable nouns?
c before both countable and uncountable nouns?

Every is used before a singular noun. *All* is used before uncountable and plural countable nouns. We can use it before *the*, with or without *of*.

➔ Further reference and practice ❯ Workbook ❯ page 103

6 **Choose the correct words.**

I've been to the Coachella festival ^{1}**much** / **many** times, and I know that ^{2}**most** / **most of** days it's over 30°C, so pack ^{3}**some** / **some of** sun cream, sunglasses, a hat and a refillable water bottle. I usually go with a big group of friends and ^{4}**all** / **every** of us camp in tents. There can be ^{5}**a little** / **a few** noise at night as people party late, so if you're camping, remember to take ^{6}**a little** / **a few** pairs of ear plugs.

7 **TASK** **Work in pairs. You are going to the Coachella festival and can only fit four things in your backpack. Agree on four things to take with you.**

➔ Vocabulary extra ❯ Organizing a festival ❯ page 141

✓ Assess your progress Workbook page 83

Writing A review of an event

Planning for writing

1 **Look at the photo on page 139 and answer the questions.**

1 What kind of festival do you think this is?
2 Have you ever met any of your favourite authors?
3 Would you like to listen to your favourite author talk about their books?

2 **Read the model review on page 139 and answer the questions.**

1 Did the writer enjoy the festival? Which words tell you?
2 What surprised him the most about the festival?
3 Who would enjoy going to a festival like this, according to the writer?

3 **Read the model review again and match descriptions 1–5 to paragraphs A–E. Then complete the organization boxes.**

1 an interesting or unusual fact about the event
2 summary and recommendation
3 specific information about a talk / event
4 background information and details (name of the event, where and when it was organized, etc.)
5 description of what the reviewer enjoyed most / did not enjoy

Writing Insight Synonyms: evaluative adjectives

4 **Study the highlighted adjectives in the model review. Who or what do they describe? Match two adjectives to each of the words below.**

1 wonderful **2** interesting **3** famous **4** funny

5 **Read the strategy and study the underlined examples in the review. Then complete the second sentence so that it has a similar meaning to the first sentence.**

1 The gig was so boring that I left early.
It was ____________________ that I left early.
2 I really liked the fact that the festival was designed for teenagers.
What ____________________ that the festival was designed for teenagers.
3 They were such wonderful singers and the performance was so moving.
The singers ____________________ and they gave ____________________ a moving performance.
4 It was such an expensive event that we couldn't afford to buy tickets.
The event ____________________ that we couldn't afford to buy tickets.
5 The deaf dance troupe moved me the most.
What ____________________ the deaf dance troupe.
6 Her paintings are so original that it's not surprising that she won first prize.
She produces ____________________ that it's not surprising that she won first prize.

Strategy Creating emphasis

When you write a review of an event, you may want to put emphasis on particular information to indicate what is most important or to show how you feel.

You can create emphasis by using:

1 nominal clauses.
What + clause + *be*
The fact that teenagers have priority for everything made the biggest impression on me.
What made the biggest impression on me was the fact that teenagers have priority for everything.

2 *so* and *such*.
- *be* + *so* + adjective

It was so captivating that ….
- *so* + adverb

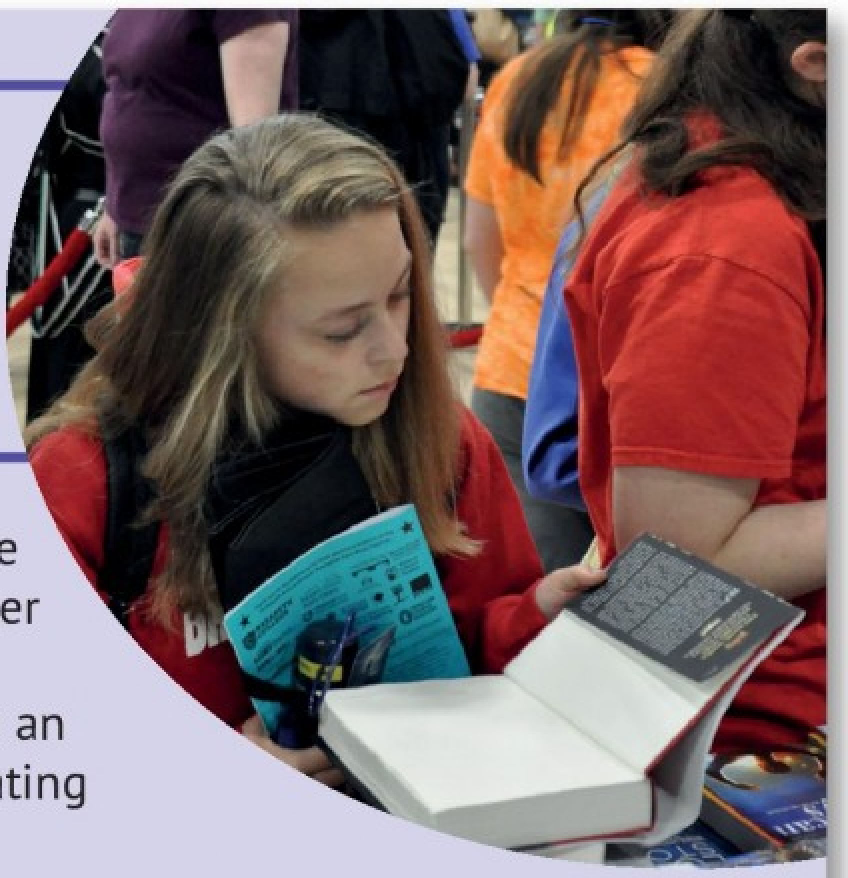
The day was organized so well that ….
- *such* + adjective + plural noun / uncountable noun

Spending a day listening to such remarkable writers ….
- *such* + *a* / *an* + adjective + noun

This year, it was such an amazing festival that ….

ROCHESTER TEEN BOOK FEST

By Harry Denton



Give the ^{1}__________ about the event.

Ⓐ Every year, this acclaimed teenage book festival takes place in Greater Rochester, USA. It is an amazing opportunity to listen to writers in an event that is dedicated to celebrating and promoting teen literature.

Give ^{2}__________ about one talk / event.

Ⓑ This year, it was such an amazing festival that teenage book lovers had plenty to entertain them. One writer gave a hilarious talk in which he covered a range of topics, including the fear authors have of not knowing if they are going to ever have another book idea when they get writer's block. His honesty and openness made everyone laugh.

Include an ^{3}__________ fact about the event.

Ⓒ What is fascinating about this book festival is that it's also a great way for less renowned writers to promote their work. I attended a talk by a first-time author and it was so captivating that I bought a copy of her book straight after the talk.

Evaluative adjectives
It's important to use different evaluative adjectives in your writing to make it more interesting and to add variety.

Write a description of what you ^{4}__________.

Ⓓ What made the biggest impression on me was the fact that teenagers have priority for everything. If you go to a talk and can't find a seat and there are adults sitting in seats, you have the right to ask an adult to give you their seat. If you want an author to sign your book and there's an adult in front of you in the queue, you can go in front of the adult. There were some amusing reactions.

Finish your review with ^{5}__________.

Ⓔ Spending a day listening to such remarkable writers and meeting other teenagers who love reading made this an unforgettable experience. The day was organized so well that I would highly recommend this book festival to any teenager who is interested in books.

Writing your review

Write a review of an event for a popular entertainment magazine.

PLAN **Read the task and check you understand it.**

Think about the event you have chosen and make notes on these points.

- the name of the event, type of event, where and when it is organized
- details about what happened at the event, who performed, etc.
- comments about the quality of the performances
- what you enjoyed the most / the least
- any quotes you would like to include
- whether you would you recommend the event to others

Think about the adjectives you will use to describe the event and the ways you can create emphasis.

Create an essay plan with your ideas. Plan to write five paragraphs and decide what you will include in each one.

WRITE **Write the first draft of your review. Use the model review and your plan to help you.**

REVIEW **Check your review. Use the checklist to help you.**

Have you:

- used a clear paragraph structure and the correct register?
- used a variety of evaluative adjectives?
- used different ways to create emphasis?
- checked your spelling, grammar and punctuation?

✓ **Assess your progress** **Workbook page 83**

Review 10

Vocabulary

1 Complete the sentences with the words below.

■ beauty ■ dedication ■ maturity ■ style ■ success ■ vision

1 Sergey Karjakin achieved ________ aged 12, becoming a chess Grandmaster.
2 Cleopatra, who was famous for her glamorous ________, became queen as a teenager.
3 H.P. Lovecraft, whose dramatic ________ of horror writing is still popular, learned to read aged two.
4 Steffi Graf began playing tennis aged four. Her ________ made her famous.
5 Doctor Akrit Jaswal started treating patients aged seven, displaying the ________ of someone much older.
6 Before he became famous for his ________ of equality, Martin Luther King excelled at school.

Marks ___ / 6

2 Complete the tips with one word in each gap.

Study tips

1 Pick and ________ your best subjects.
2 Solve problems through trial and ________.
3 Search far and ________ for information.
4 Look out for ________-and-coming technology that might help you.
5 There will be times of ups and ________. Don't let this demotivate you.
6 Study above and ________ what your homework requires.

Marks ___ / 6

3 Replace the words in brackets with the words below.

■ comical ■ dramatic ■ flowing ■ lifelike ■ moving ■ original

1 Albrecht Dürer's art is often very ________ (realistic).
2 Buñuel's films were very ________ (new and interesting).
3 Charlie Chaplin's films are ________ (funny), but also often sad and ________ (emotionally affecting).
4 The ________ (smooth and continuous) lines in Van Gogh's art also have a ________ (strong, exciting) effect.

Marks ___ / 6

4 Complete the compound adjectives in the text with the words below.

■ cutting ■ family ■ little ■ open ■ talked ■ world

The Edinburgh Festival Fringe is perhaps the most [1]________-about cultural event in Britain. Acts include successful, [2]________-famous stars, as well as [3]________-known performers hoping for success. Visitors can see new, [4]________-edge comedy acts and plays. There are indoor shows and [5]________-air events, and many [6]________-oriented performances for children.

Marks ___ / 12

Grammar

5 Rewrite the phrases in brackets as participle clauses.

1 Cannes is a film festival ________ (which is held) in France every year.
2 It's an international festival, ________ (which celebrates) all cultures.
3 Films ________ (which are shown) at the festival often become famous.
4 The Palme d'Or is the most famous prize, ________ (which is given) to the best film.
5 In 1960, the Film Market opened, ________ (which grew) rapidly in the following years.
6 Thousands arrive every year, ________ (which triples) Cannes' population.
7 Wealthy guests ________ (who arrive) in yachts are a frequent sight.
8 Last year, they used 2 km of red carpet, ________ (which was changed) three times a day.
9 Unfortunately, film fans ________ (who hope) to attend may be disappointed.
10 Tickets ________ (which are sent out) in advance are to selected guests only.

Marks ___ / 10

6 Complete the text with the words below.

■ any ■ all ■ each ■ few ■ little ■ many ■ most ■ much ■ none ■ some

The Metropolitan Museum of Art

The Metropolitan Museum of Art (MOMA) has [1]________ famous works of art. I go there [2]________ time I'm in New York and I still haven't seen [3]________ of it! I usually spend [4]________ of my time there (hours and hours!) looking at the paintings upstairs. I also try to spend a [5]________ time in the garden, where there are a [6]________ sculptures. I don't spend [7]________ time in the photography section – I like [8]________ photos, but I prefer paintings. [9]________ of the other paintings are as interesting as Van Gogh's *Starry Night* – it doesn't have [10]________ rivals for the best painting of all.

Marks ___ / 10

Total ___ / 50

The arts

1 Complete the table with the people below.

- an actor
- an artist / a painter
- a biographer
- a composer
- a designer
- a musician
- a novelist
- a playwright
- a poet
- a scriptwriter
- a sculptor
- a singer

Literature

1 ________ writes biographies.
2 ________ writes novels / fiction.
3 ________ writes plays / comedies / tragedies.
4 ________ writes poems / poetry.
5 ________ writes scripts for films.

Performing arts

6 ________ stars / has a role in a film / play.
7 ________ composes / writes music.
8 ________ plays an instrument.
gives a performance / a recital.
9 ________ performs / sings a song / an aria.

Visual arts

10 ________ paints a picture / a painting / a portrait.
draws / does a sketch.
11 ________ creates / does a sculpture.
sculpts a work.
carves objects out of wood / stone.
shapes figures out of clay.
12 ________ designs dresses / furniture / posters.

2 Complete the headlines with the activities in exercise 1. Sometimes more than one answer is possible.

1 Actor ________ in London's West End
2 Poet ________ for Olympic Games
3 Composer ________ for film soundtrack
4 *Musician ________ in underground*
5 Playwright ________ about plane crash
6 Painter ________ of Queen
7 Biographer ________ of famous actor
8 Sculptor ________ out of ice
9 Scriptwriter ________ for Avatar sequel
10 Designer ________ for millionaire's wife
11 Novelist ________ set on planet Mars
12 Singer ________ on balcony of hotel

3 SPEAKING Work in pairs. Think of examples for the people in exercise 1.

Alfred Ainger was a famous English biographer.

Organizing a festival

1 Match the verbs in A to the words in B to make collocations related to organizing a festival. Then match the collocations to definitions 1–12.

A	B
attend find run take	place a venue a performance a stall
appeal hold provide recruit	an event a catering service volunteers to an audience
appear get headline manage	on stage security a good vantage point a festival

1 arrange a public occasion
2 search for a place to hold an event
3 perform in front of people
4 be the main performer at an event
5 interest people
6 find a place where you can see everything
7 carry out procedures that keep people safe
8 find people to do unpaid work
9 sell things from a table or a small shop
10 be present at a play or a concert
11 happen
12 sell food and drinks at an event

2 Complete the text with the collocations in exercise 1.

The organizers of a music festival have a lot to think about before they [1]________. First of all, they have to fix the date when they want the festival to [2]________. Then they have to [3]________ that suits the season they have chosen: indoor for the winter, outdoor for the summer. Next, they have to speak to the bands they want to [4]________. They need to book groups who [5]________ for the festival to be a success, but the big acts who [6]________ can sometimes be expensive. They also need to take into consideration how many people will [7]________ of the bands. In a crowd, it can be impossible to [8]________ to see the stage. In addition, they may need to contract a company to [9]________, so that people do not enter without a ticket. They will need to contract another company to [10]________ with food and refreshments for the ticket holders. A cheaper option is to [11]________ from the organizers' families and friends. These people can [12]________ that offers sandwiches and soft drinks.

3 SPEAKING Work in pairs. Tell your partner about a festival that is held in your city or country.

Cumulative review Units 1–10

Listening

1 🔊 **10.6 Listen to a radio programme about superheroes and choose the correct answers.**

1 According to the speaker, how are the earliest comics similar to today's comics?
  - **a** They shared similar concerns about the world.
  - **b** The appearance of the heroes hasn't changed much.
  - **c** Their scientific background still remains relevant today.
  - **d** They both primarily reflect American interests.

2 What was life like in the 1930s in the USA?
  - **a** Many people were enjoying wealthier lifestyles.
  - **b** Few people were interested in superheroes.
  - **c** People wanted to forget about their troubles.
  - **d** The government had lots of support.

3 What do we learn about the popularity of superhero films?
  - **a** They have made comic book superheroes unpopular.
  - **b** They are not as popular as comedies.
  - **c** They are mainly popular with young people.
  - **d** They are not taken very seriously.

4 In the speaker's opinion, why do people like Batman?
  - **a** He has a more stylish image.
  - **b** He seems more similar to us.
  - **c** He is stronger than other heroes.
  - **d** He is perfect in every way.

5 What criticism does the speaker make of computer-generated images?
  - **a** They don't look realistic.
  - **b** They are quite expensive.
  - **c** They aren't used often enough.
  - **d** They don't surprise us.

6 What does the speaker think about the future of superhero films?
  - **a** They'll grow in popularity.
  - **b** They'll disappear forever.
  - **c** They'll be unlike previous ones.
  - **d** They'll change completely.

Speaking

2 Read the sentences from the radio programme in exercise 1. What do you think? Think of two or three ideas to support your opinion.

1 Technology is getting out of control.
2 When life is hard, people turn to fantasy.
3 We treat heroes with respect.
4 Batman is better than Superman.
5 There's too much violence in films.
6 Teenagers today get bored easily.

3 Work in pairs and discuss each of the sentences in exercise 2. Do you agree or disagree with each other?

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WALT DISNEY STUDIOS PRESENTS
A STUDIO GHIBLI FILM
MIYAZAKI'S
SPIRITED AWAY

Studio Ghibli, the world-famous Japanese animation film studio, was founded in Tokyo in 1985 by Isao Takahata, Toshio Suzuki and the world-famous film producer Hayao Miyazaki. Together, they have created eight of Japan's most successful and highest-earning anime films. The studio name comes from an Arabic word meaning 'hot Sahara wind' because the three founders wanted to blow a new wind through the film industry.

Before Studio Ghibli, Japanese anime was a little-known style of film. However, in 1989, thanks to TV adverts promoting their films, its popularity and success increased. It soon grew into an international brand, gaining fans from all over the world. Its initial intention was to produce feature films based on original works, although it has since produced a film for TV, a lot of short films and 20 feature-length films.

Studio Ghibli's biggest success came in 2001 with the film *Spirited Away*, which went on to win an Academy Award for Best Animated Feature. *Spirited Away* introduced the world to the genius of Miyazaki, who took the idea of respecting the natural world and created a family-oriented film which audiences all over the world could connect with. Anime fans worldwide agree that this is the best animation film of all time.

We often think of cartoons as something for younger children, but Studio Ghibli changed that, taking the idea of cartoons and animated drawings to show audiences just how much can be conveyed through a picture. Most of the films tell stories of everyday life using beautiful visuals, and they are moving and dramatic. It is an elaborate process to make each film. Almost all of the drawings are done by hand, with artists sketching each scene frame by frame with a pencil and paper. Colour is added to the characters and the background is drawn separately. Many of the films have thousands of frames. For example, *Ponyo* (2008) tells the story of a young boy and a goldfish princess, and it has up to 170,000 frames. Often the story is not finished when work starts on the drawings and it develops as it is being drawn.

Reading

4 Read the article and choose the correct answers.

1 What is the importance of Studio Ghibli's name?
   - **a** It has an important personal meaning for the three Japanese founders.
   - **b** It is a powerful word in Japanese.
   - **c** It reflects how the founders wanted to have an impact on the film industry.

2 In the second paragraph, what is the meaning of 'grew into an international brand'?
   - **a** gradually became something that suits viewers everywhere
   - **b** developed into something that people around the world recognized
   - **c** changed its purpose to suit a global audience

3 Why is *Spirited Away* widely regarded as one of the best anime films ever?
   - **a** Because a lot of people feel strongly about the topic and it appeals to people of all ages.
   - **b** Because it took a long time to make.
   - **c** Because audiences around the world respect Miyazaki and his drawing skills.

4 What would be the best title for this article?
   - **a** Animated animation
   - **b** Japanese adventure films
   - **c** A remarkable vision

The films make themselves and it is this originality that fans love, although their unique style may not appeal to everyone. Each frame is then shot individually, showing every movement the characters make before the dialogue is added and the theme music is finally recorded.

If you want to enjoy a thought-provoking Studio Ghibli adventure, you'll need a comfortable sofa and some popcorn!

5 Read the article again and complete the summary. Use the clues in brackets to help you.

Studio Ghibli is a Japanese ^{1}__________ (what?). It was founded in ^{2}__________ (city?) in 1985 by ^{3}__________ (who?). Since then, they have made ^{4}__________ (how many?) feature-length films as well as short films. Their most successful film is ^{5}__________ (name?), which was released in ^{6}__________ (year?). It is a long process making a Studio Ghibli anime film: each frame is drawn by hand and each film can have up to ^{7}__________ (how many?) frames. Anime fans love the ^{8}__________ (what?) of Studio Ghibli films, but it is not a style that appeals to everyone.

Grammar and vocabulary

6 Choose the correct answers.

What's in a name? Well, having the right name can ^{1}____ quite a lot sometimes! To ^{2}____ an example, consider graphic novels. When they ^{3}____ as 'comics', they received little respect. The greater ^{4}____ of the adult population used to question the maturity of comics, claiming that they were just picture books for children. Nowadays, these 'picture books' are ^{5}____ available in libraries. So why did the comic book critics ^{6}____ their minds?

In the 1970s and 1980s, some longer comics were published under the description of 'graphic novels', which appealed to an older audience. Art Spiegelman, ^{7}____ graphic novel *Maus* won the 1986 Pulitzer Prize, also popularized the term. This gave a huge boost to the genre's credibility. One critic said that *Maus* was the best work about the Holocaust she ^{8}____ in any genre.

Today, fans of the genre argue that graphic novels ^{9}____ to be read in schools and universities as part of literature courses. If the genre hadn't changed its name, this recent development might not ^{10}____.

1	**a** matter	**b** argue	**c** depend
2	**a** present	**b** argue	**c** give
3	**a** described	**b** describe	**c** were described
4	**a** lot	**b** part	**c** amount
5	**a** highly	**b** utterly	**c** widely
6	**a** change	**b** move	**c** consider
7	**a** who	**b** who's	**c** whose
8	**a** had read	**b** reads	**c** has read
9	**a** must	**b** should	**c** ought
10	**a** happen	**b** have happened	**c** happened

Writing

7 Choose one of the statements below and write a for and against essay about it. Use the plan to help you.

1 Streaming services are killing the film industry.

2 Superheroes exist in everyday life. They are not just fictional characters.

- Paragraph 1: a general introduction to the topic
- Paragraph 2: arguments for the topic
- Paragraph 3: arguments against the topic
- Paragraph 4: a conclusion, including your own opinion

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